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ABSTRACT

This book is the second of four volumes in a directory of more than 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. This volume focuses on projects concerned with personnel preparation and designed to help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience, to be successful. Projects are grouped within the specific programs and competitions under which they were funded. Provided for each listing is the following information: grant number; project title; project director; address and other contact information; beginning and ending dates; and an abstract presenting the project's intended purpose, method, and products. Four indexes are provided: a project director index; an organization index; a state index; and a subject index. (DB)

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DISCRETIONARY PROJECTS SUPPORTED BY THE OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2002

ED 475 030

PERSONNEL PREPARATION

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DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2002

PERSONNEL PREPARATION

PREPARED BY
JEANNE GLOVER, JUDI DECARME, AND RAY ORKWIS
THE ERIC/OSEP SPECIAL PROJECT
ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION
THE COUNCIL FOR EXCEPTIONAL CHILDREN

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
RESEARCH TO PRACTICE DIVISION

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PERSONNEL PREPARATION

TABLE OF CONTENTS

Introduction v

84.325A
Preparation of Special Education, Related Services, and Early Intervention
Personnel to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities 1

84.325B
Training Center in Early Intervention for Infants and Toddlers Who Have
Visual Impairments Including Blindness 59

84.325C
Training Center in Early Intervention for Infants and Toddlers Who Have
Hearing Impairments Including Deafness 60

84.325D
Preparation of Leadership Personnel 61

84.325E
Preparation of Personnel in Minority Institutions 101

84.325F
National IHE Faculty Enhancement Center to Improve
Results for Children with Disabilities in School 140

84.325G
Center for Educating and Providing Early Intervention Services to
Children with Autism and Autistic Spectrum Disorders 141

84.325H
Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities 142

84.325J
Center to Guide Personnel Preparation Policy and Practice in
Early Intervention and Preschool Education (Birth to 5) 197

84.325L
Interdisciplinary Preservice Programs in Large-Scale Special Education Research 198

84.325M
Statewide Models for Ensuring that Special Education Students in Inclusive Schools are Served by Highly Qualified Teachers 200

84.325N
Projects of National Significance 201

84.325P
Partnerships to Link Personnel Training and School Practice 226

325Q
Center to Inform Personnel Preparation Policy and Practices in Special Education 229

Contracts 230

Indexes

Project Director 233

Organization 239

State 242

Subject 244

INTRODUCTION

This directory, which is presented in four separately published sections, describes over 1,000 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Projects are grouped into the following four sections representing the seven program areas of IDEA, Part D:

1: **Research, Innovation, and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, Parent Information, and State Improvement** (which covers three programs: *Technical Assistance and Dissemination*; *Parent Training and Information*; and *State Improvement Grants)*

4: **Technology and Media Services**

This section of the directory, "Personnel Preparation," presents projects designed to help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities; and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

Within this section of the directory, the projects are grouped within the programs and competitions under which they were funded. Within each competition, the projects are arranged in order from the earliest to the most recent. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

The information in this directory is also available on the World Wide Web as a searchable database. It is located at: http://ericec.org/osep/search.html

84.325A

Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities

Grant Number: H325A000016

Preparation of Inclusion Liaisons to Empower Students and Their Parents and Teachers

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Beginning Date: 8/15/00
Ending Date: 8/14/05

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Purpose: This multidisciplinary project will develop and add a new training sequence to the university's existing teacher preparation program in special education with a focus on working with children and youth with traumatic brain injury (TBI). Individuals who complete this program sequence will have the necessary skills to serve effectively as inclusion liaisons with rehabilitation/hospital programs, community agencies, and public schools.

Method: The training sequence will be multidisciplinary in nature and will emphasize best practices. Training will supplement courses in a master's program with extensive observation and field experiences in a variety of settings that are relevant to services for children/youth with TBI. In addition, extensive use will be made of technology through distance learning, online training, and video conferencing. Each year 10 master's-level students will attend the program full time. The project emphasizes recruitment of highly qualified personnel from underrepresented groups to be prepared to work as inclusion liaisons with students with TBI, their parents, and teachers.

Grant Number: H325A000019

Project SUCCESS: A Collaborative Partnership to Improve the Preparation of Teachers of Deaf and Hard of Hearing Students with Multiple Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/05

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Purpose: The purpose of Project SUCCESS is to develop a partnership between Gallaudet University and Fairfax County, Virginia Public Schools to prepare teachers specializing in working with deaf and hard of hearing children who have multiple disabilities.

Method: Project SUCCESS aims to develop a world-class teacher preparation program that combines improved coursework, mentoring, and continuous school-based experiences in a two-year master's degree program. The program emphasizes the active recruitment and mentoring of graduate students who are deaf and/or from underrepresented groups. Ten students will be recruited each year. Technology, collaborative skills, assessment, action research, and parent consultation skills will be stressed throughout the program. High expectations and standards for future teachers and the children they will teach will be promoted and modeled through a commitment to excellence and innovation. Mentoring and a summer seminar for graduates will be provided in the year beyond graduation to increase the retention of beginning teachers.

Grant Number: H325A000021

Connecticut Early Intervention Credential

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: This project will increase the number and quality of early interventionists (across disciplines) serving infants and toddlers with disabilities in the state of Connecticut. The project will develop, implement, and evaluate an interdisciplinary preservice personnel preparation project that will lead to a state-recognized early intervention credential through a graduate certificate program at the University of Connecticut School of Medicine (UConn).

Method: Coursework and practica will be offered to 50 providers per year. The coursework will originate and be supported at Uconn, and regional site coordinators will facilitate follow-up learning communities at three sites throughout the state. On-site supervision will be provided for practica by these site coordinators. The content of the coursework and practica will correspond to competencies that must be demonstrated in order to be credentialed. This content includes family-centered care, interdisciplinary service delivery models in natural

environments, and interagency collaboration. This project will be conducted in collaboration with the state early intervention Comprehensive System of Personnel Development (CSPD) and Birth to Three Interagency Coordinating Council (ICC). An additional feature of the project is a focus on systems change through the development of a state Higher Education Council to facilitate the adoption of the early intervention credential and competencies across preservice personnel preparation colleges and universities in Connecticut. Other states that are considering an early intervention credential have given their support to the project, thus broadening its systemic impact.

Grant Number: H325A000025

Preparation of Audiologists to Serve Infants and Toddlers with Hearing Loss

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: This personnel preparation program focuses on early childhood audiology, specifically children 0-3 years of age and their families. The project will prepare audiologists to serve infants and toddlers with hearing loss.

Method: Emphasis is placed on the family, at-risk children, early amplification, and a multidisciplinary/interdisciplinary approach to the management of young children with hearing loss. The program fosters active participation from the medical school and early childhood/special education. To this end, resources from three departments associated with Vanderbilt University (Hearing and Speech Sciences, Special Education, and Pediatrics) are utilized to provide audiology students with an emphasis on very young children. The Department of Hearing and Speech Sciences serves as the host department. The plan is to enroll seven students each year (six funded) over a five-year period. Trainees will receive instruction and supervised experience to enable them to serve as competent hearing professionals for infants and toddlers and their families. The program will feature a combination of didactic coursework and related field practicum. Graduates from this program will be able to take positions of leadership in schools, community clinics, hospitals, and parent-home programs. Trainees will also be prepared to take on roles of administrators, supervisors, and/or consultants in educational agencies (local, state, and regional).

Grant Number: H325A000028

Program to Increase the Number of Multi-Culturally Competent Teachers, Mentors, and Administrators for Deaf and Hard of Hearing Youth

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Beginning Date: 9/01/00
Ending Date: 8/31/05

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Purpose: This project will address the great need in California for qualified teachers of deaf and hard of hearing (D/HH) students who are prepared to work with students from families of a variety of ethnic, linguistic, and cultural backgrounds.

Method: The project will: 1) develop an active recruitment program targeting ethnic and cultural minority students and deaf students; 2) establish liaisons with northern state universities offering teacher credential programs but not in the area of D/HH, to recruit candidates; 3) work with special education bilingual/bicultural programs to establish specific competencies needed by teachers of D/HH students to work with cultural minorities and infuse those into current D/HH courses; 4) establish a program of intensive summer courses to provide the specific D/HH credential courses over a three-summer sequence; and 5) provide stipends both for academic year on-campus candidates and for summer distant students to a minimum of 25 students per year.

Grant Number: H325A000033

Preparation of Teachers of Children with Visual Impairments and Orientation and Mobility Instructors of Children

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Beginning Date: 9/01/00
Ending Date: 8/31/05

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Purpose: This project will prepare a total of 86 individuals (70 students funded from this project and 16 students whose preparation is not yet completed from the prior project), who meet the qualifications for Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) certification requirements in Teacher of Children with Visual Impairments (TCVI) and/or Orientation and Mobility with Children (OMC). The project will also refine and improve current program components, including the addition of technology for implementation of a distance education component.

Method: Program changes that will be implemented include: 1) expanding the options available to students entering the program by including a TCVI-only and an OMC-only component, and an OMC-only component for individuals who do not have prior degrees in education; 2) enhancing the curriculum in regard to transition, employment, and cultural diversity; and 3) updating technological capacity for the provision of coursework to students in the distance education component. The project includes two major components: an on-campus component and a distance education component. In the distance education component, students remain in their home districts and take academic coursework through distance education technology such as compressed video, delayed video, and Internet-based video streaming. "Hands-on" coursework is taken during one to two summers on campus. Many graduates will receive dual Master's degrees and will meet the requirements for certification in TCVI and OMC. These individuals will be capable of addressing both the educational and the O&M needs of visually impaired infants, toddlers, children, and youth in their homes, communities, and classrooms, especially in rural areas.

Grant Number: H325A000035

Project Collaborative Teams

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: The goals for Project Collaborative Teams are the following: 1) to increase the number of early intervention personnel, especially personnel from underrepresented groups, such as persons from linguistically and culturally diverse backgrounds, and persons with disabilities or parents of children with disabilities; 2) to broaden their interdisciplinary preparation to include preparation in service delivery to infants and toddlers with Autism Spectrum Disorder (ASD); 3) to prepare students to function effectively across teams (IFSP teams, community teams, interagency teams) and to understand the roles of their interdisciplinary team mates; 4) to prepare students to function effectively as members of a team on the Internet; and 5) ultimately, to improve services to infants and toddlers with disabilities, and their families, from linguistically and culturally diverse backgrounds.

Method: Northeastern University (NU) has sponsored the only approved higher education program in Early Intervention in Massachusetts that is interdisciplinary. Students acquire 72 early intervention competencies in their coursework and field training, learning through a team-based approach. NU is also the home of the Global Early Intervention Network, an Internet community for parents, early intervention specialists, policy makers, college students, and faculty in the field of early intervention, which facilitates communication between participants and teams in a supportive and collaborative environment. The project will prepare students from five disciplines at the master's degree level (nursing, physical therapy, speech and language pathology, school psychology/counseling, and special education) with a team model presented by a team of faculty from the representative disciplines. The content of the program is driven by a research-to-practice focus, certification requirements, and the needs of an increasing and changing population.

Grant Number: H325A000044

UpLink: University Partners for the Inter-professional Preparation of Personnel in Low-Incidence Disabilities for Diverse Early Childhood Settings

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: The Virginia Institute for Developmental Disabilities at Virginia Commonwealth University, in collaboration with the Schools of Education, Allied Health, Nursing, and Social Work and the Department of

Psychology, has developed this project with the following goals: 1) to increase the number of personnel to provide high quality services to young children (ages 0-5) with low-incidence disabilities and their families in diverse settings; 2) to build strong university-community partnerships for the preparation of qualified personnel in urban environments; and 3) to increase the number of professionals from traditional underrepresented groups to serve children with low-incidence disabilities and their families.

Method: This interrelated, graduate training model incorporates 1) comprehensive early intervention/special education curriculum leading to teacher licensure in early childhood special education with specialized training in the area of low-incidence disabilities (80 trainees — 16 per year for five years) with 2) an interprofessional specialty component that also provides an emphasis in low-incidence disabilities for trainees in general early childhood education, nursing, occupational therapy, physical therapy, psychology, and social work (60 trainees — 12 per year for five years). The project also incorporates innovative design features to recruit and retain trainees from diverse backgrounds and to diversify the program faculty and staff. The project provides an annual summer partnership academy focusing on interprofessional training methods and content that emphasizes team work and state-of-the-art strategies for addressing the needs of young children with low-incidence disabilities.

Grant Number: H325A000045

Partnerships for Diversity: A Collaborative Program to Prepare Master's Level Personnel to Teach Students with Severe Disabilities

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Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Ray Miner
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Purpose: Taking into account the demographics of the state of Montana, this project will train teachers to meet the unique needs of students with low-incidence disabilities by operating as a collaborative effort between the two universities in the state. Using a combination of on-campus, compressed video, and Internet-based activities, the universities will jointly offer a specialization program that will focus on the values, practices, and intended outcomes that represent best practices for students with severe disabilities. Faculty members from both sites will work together to recruit graduate students, deliver instruction, and supervise a sequence of field experiences.

Method: The project focuses on better preparing all teachers to work with students with diverse abilities at the undergraduate level, while offering specialization through more advanced study. Toward that end, program content has been structured around a framework guided by the roles and associated tasks that teachers of students with low-incidence disabilities must perform. Many entities are collaborating on this project: in addition to the two state universities, tribal colleges across Montana are being linked to help with recruitment of teachers who are Native American.

Grant Number: H325A000047

The Communication and Autism Project (CAP)

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Beginning Date: 6/01/00
Ending Date: 5/31/05

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Purpose: This project will supply specialized training to speech-language pathology and special education graduate students to improve communication and instructional support to students with autism. The Communication and Autism Project (CAP) combines a longitudinal service perspective; collaboration among individuals with autism, families, and professionals; community-based fieldwork; a culturally diverse perspective; and distance learning opportunities.

Method: Trainees will participate in a research-based academic curriculum, a 2-year field experience with a family, use of reflective practice, and cultural experiences with individuals and families from a variety of cultural groups. Inservice participants will achieve project outcomes through summer institutes or online coursework. Individuals with autism will provide information and feedback to the trainees and will assist in the evaluation of the competencies acquired by the trainees and the achievement of project goals and objectives by project staff. Over five years, the project will provide training to over 100 individuals. The programs' methods will be institutionalized and have a long-lasting effect through the development of Web-based courses.

Grant Number: H325A000049

Preparing Low Incidence Disability Specialists

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Beginning Date: 9/01/00
Ending Date: 8/31/05

OSEP Contact: MaryAnn McDermott
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Purpose: This project will recruit and prepare an ethnically and linguistically diverse group of professionals to meet the need for qualified personnel in the area of low-incidence disabilities. Graduate students will be recruited from the areas of communicative disorders (deaf education, audiology, and speech-language pathology) and special education (vision impaired and physically challenged) and will complete a curriculum that will maximize their competence to work with children who have low-incidence disabilities and who come from multilingual and multicultural family backgrounds.

Method: The project will use a well-established university clinic and will enhance collaborative agreements with local and state agencies. In order to supplement their coursework and provide additional observations and practicum experiences, students will work with infants, toddlers, and young children in schools and programs outside the university area. An innovative distance learning model will be piloted for inservice seminars in geographically remote areas.

Grant Number: H325A000050

On Campus and Distance Education Preparation of Three Low Incidence Professionals: Teachers of Learners with Visual Disability, Teachers of Learners with Deafblindness, and Certified Orientation and Mobility Specialists

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Beginning Date: 8/16/00
Ending Date: 8/15/05

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Purpose: The purpose of this project is to improve three existing on-campus programs and offer distance education for preparation of teachers in visual impairment and deaf-blindness, and preparation of orientation and mobility specialists, provided by the Masters Degree Special Education Programs at Michigan State University (MSU). The program will also increase the supply of dually and triply prepared low-incidence professionals by preparing a minimum of 110 teachers and Certified Orientation and Mobility Specialists through these three on-campus and distance education programs.

Method: MSU will address the shortages by preparing teachers for students with visual impairment at the undergraduate and master's levels on campus. Preparation of teachers for learners with visual impairment or deaf-blindness and for Certified Orientation and Mobility Specialists will be offered at the Master's level through both on-campus and distance education programs. With an emphasis on minority recruitment, a collaborative approach will continue to be used to establish procedures leading to the identification of student cohorts from collaborating states, supervision of practica and internships, and recommendation for endorsement in the state of residence. Through the distance education program, MSU will support other states to develop well-prepared teachers to assume professional teaching positions in their respective states of residence. This same distance education effort will result in an improved on-campus program as students will have an option to join the out-of-state cohorts for courses offered through distance education. Collaboration and cooperation with the state departments of education, state deaf-blind projects, universities, state schools for the deaf and blind, consumers, and family members will be critical to the development and implementation of the improved on-campus and new off-campus preparation programs.

Grant Number: H325A000051

Preparing Graduate-Level Educators for Programs Serving Students with Low-Incidence, Severe Disabilities

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Beginning Date: 9/15/00
Ending Date: 9/14/05

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Purpose: This project improves and expands an ongoing master's degree personnel preparation program for educators who provide services for children and youth with low-incidence, severe developmental disabilities,

including autism, severe intellectual deficits, and/or multiple disabilities. The integrated approach taken by this program will allow participants to receive training in the basic components of planning, implementing, and evaluating effective educational programs while it allows them to specialize in either early childhood or school-age special education through a series of practicum experiences and coursework.

Method: Preparation will be provided to 25 to 27 trainees each year, emphasizing an inclusive, life-span perspective and allowing the trainees to select an age group specialization. Practicing teachers will be able to acquire a master's degree while working with a collaborating teacher and continuing their employment. The program will also foster collaboration between professionals and professionals-in-training in a variety of disciplines and between the university and public schools. Coursework and practica will prepare students to serve children and youth with severe disabilities, including children from culturally and linguistically diverse backgrounds in inclusive and integrated public school and other community settings.

Grant Number: H325A000054

Proposal for the Creation of a Professional Certification in Assistive Technology to Meet the Needs of Hispanic Children with Low Incidence Disabilities

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Beginning Date: 3/01/00
Ending Date: 2/28/05

OSEP Contact: Louise Tripoli
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Purpose: The goal of this project is the creation of a professional certification in assistive technology for Spanish-speaking professionals in Puerto Rico and the United States.

Method: Participating specialties will include but will not be limited to special education teachers, regular education teachers, related services specialists, early intervention specialists, transition specialists, and others in education and health-related professions. The certification will provide not only the theoretical basis of assistive technology but also a hands-on experience essential to the understanding of how technology works in benefit of individuals with disabilities. Central to the basic curriculum will be the identification of assistive technology needs of infants, children, and youth with low-incidence disabilities. Quality control, a profound basis on assessment, and the incorporation of research-based practices will be the cornerstones of this certification. Expected outcomes of this project are the following: an increase in the number of specialists qualified to evaluate and recommend assistive technology for students with low-incidence disabilities; an infusion of assistive technology into the regular classroom curriculum; and an increase in opportunities of students with low-incidence disabilities to fully participate of the educational venture and reach the goal of total inclusion in society. Specific objectives of this professional development service are to: 1) create an infrastructure for the implementation of the certification; 2) develop and provide the certification in assistive technology; 3) provide financial assistance to professionals in preservice interested in obtaining the certification; and 4) establish the basis for continued support once funding has concluded.

Grant Number: H325A000055

Statewide Collaborative Distance Learning for Early Interventionists

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Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Jennifer Tschantz
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Purpose: This project implements a statewide early intervention program collaboratively developed by a consortium of public and private universities and the California Department of Developmental Disabilities (DDS). A curriculum will be offered for DDS Authorization in Early Intervention in a five-course sequence plus practicum. Students from remote areas will be recruited, supported, advised, and monitored via distance learning programs. These methods will also allow the project to deliver the curriculum and offer online support.

Method: The project will create a statewide distance learning program to prepare early interventionists through a consortium of early childhood special education faculty from six public and private California universities in collaboration with the DDS and the California Early Intervention Technical Assistance Network. Outreach, recruitment, and support for underrepresented populations will help increase the diversity of early intervention personnel. The project will prepare 150 early interventionists and up to 150 Early Head Start professionals, including those in remote and underserved areas, to meet statewide competencies for early interventionists and provide high quality services to infants and toddlers with disabilities.

Grant Number: H325A000057

Strengthening Connections: Preparing a Diverse Workforce to Serve Young Children with Low-Incidence Disabilities and Their Families

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Beginning Date: 6/01/00
Ending Date: 5/31/05

OSEP Contact: Jennifer Tschantz
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Purpose: This project will address the immediate and ongoing need for qualified and appropriately trained personnel to provide services for young children (ages birth to 8) with low-incidence disabilities and their families. The program will prepare preservice students for general education, special education, educational psychology, communicative disorders (speech & language pathology and audiology), occupational therapy, physical therapy, and social work.

Method: Training will be offered for two different levels of participation to students from these five degree-granting programs meeting state standards. Activities will include course work, community practica, family mentorships, cultural immersion experiences, and seminars, individually designed around a series of required and elective experiences focused on cultural competence and low-incidence interventions. Project objectives are

as follows: 1) develop, implement, and evaluate two levels of low-incidence training activities for trainees from education, communication disorders, occupational and physical therapy, and social work, which build on and enhance departmental preservice programs; 2) develop, implement, and evaluate mechanisms for maximizing diversity within the trainee group, staff, consultants, families and all collaborators by establishing project support to meet the needs of students from underrepresented groups, through adaptations, ongoing support and training curriculum; 3) develop, implement, and evaluate new curriculum which ensures that each trainee develops a solid foundation of knowledge of all low-incidence disabilities within the themes of Families and Culture, Early Development, and Low-Incidence Disabilities and that activity continues after the funding period; and 4) develop, pilot, evaluate, revise, and disseminate project curriculum, related materials, and information. Over the five-year period, a total of 265 (60 Level II and 205 Level I) trainees from the five disciplines experiencing critical shortages will be employed in areas of critical need. In addition, the resources requested for this project will make a contribution to universities and state personnel development systems, and leave a legacy of new courses and interprofessional practices. Graduates will make at least a two-year commitment for each year of support received, which will impact on the critical personnel shortages in Wisconsin and the nation.

Grant Number: H325A000061

Preservice Program to Prepare Teachers of ASL as a Foreign Language

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Beginning Date: 9/01/00
Ending Date: 8/31/05

OSEP Contact: MaryAnn McDermott
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Purpose: This project will attract a minimum of 55 highly qualified deaf, hard of hearing, and hearing students over a five-year period under its Master of Arts Program in the Teaching of American Sign Language (ASL) as a Foreign Language.

Method: The New York State Board of Regents has recently accepted ASL as meeting its foreign language requirement. The program at Teachers College is the only degree-granting program in New York State meant to prepare teachers of ASL as a Foreign Language and to provide instruction in ASL to both regular elementary and secondary schools, and is one of only two such programs granting certification in the area in New York State. The program will 1) prepare masters students to study, develop, and disseminate theories, methods, materials, and pedagogies needed in the teaching of ASL; 2) prepare professionals to become certified teachers of ASL for elementary and secondary school-aged students in New York State that are skilled to teach ASL and are knowledgeable of Deaf culture and community; 3) provide an opportunity for native speakers of ASL to share their knowledge, skills, and experiences directly with the normally hearing population; and 4) enhance cross-cultural skills and understanding by increasing public awareness of the society, culture, diversity, talents, and aspirations of members of the Deaf community and to reduce negative attitudes, stigmatization, and misconceptions about the deaf by the general public.

Grant Number: H325A000065

Project SOS (Supporting Our Students): A Teacher Preparation Program in Moderate/Severe Disabilities

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Beginning Date: 8/01/00
Ending Date: 7/31/05

OSEP Contact: Ray Miner
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Purpose: This project addresses the need for teachers to serve students having moderate to severe and multiple disabilities, including deaf-blindness. It will recruit and train a diverse cadre of teachers to earn a statewide credential in moderate/severe disabilities. Participants will acquire in-depth knowledge and skills to meet the needs of a culturally diverse population of students having moderate to profound mental retardation, plus at least one other sensory impairment and/or physical disability or behavior challenge.

Method: The project will support candidates for a two-year period, using state-of-the-art practices to train 15 teachers per year. The project will involve coursework that reflects best practices for the population, quality fieldwork for student teachers to apply acquired skills and knowledge, financial support, mentorship with Master-level teachers, peer support from cohorts, and hands-on access to a variety of teacher resources. The expected outcome from this project is to increase the number of qualified preliminary special education teachers of students with complex and low-incidence disabilities.

Grant Number: H325A000071

The Partnership for Progress: Low Incidence Population

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Beginning Date: 2/01/00
Ending Date: 1/31/05

OSEP Contact: Ray Miner
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Purpose: This project will offer a training program to enhance the knowledge and skills of paraprofessionals currently working with low-incidence populations. Training will be based on participants' experiences and employment settings and will be developed into a model for the state. The training will include master teachers as mentors and parents of students with low-incidence disabilities as co-teachers.

Method: The program will be a collaboration between the university and various local institutions. Training will be provided and certification earned by paraprofessionals working in preschool, elementary, middle, and high school classes in inclusive and non-inclusive settings. Training will consist of class instruction and practicum experiences. A total of 300 paraprofessionals will be trained over the five years of the project. Financial support will be provided for 40 students with associate degrees to complete the special education undergraduate and certification program.

Grant Number: H325A000073

Utah Multi-University Consortium: Statewide Preparation of Early Childhood Specialists and K-12 Teachers in Vision and Hearing Impairments

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Beginning Date: 8/01/00
Ending Date: 7/31/05

OSEP Contact: Charles Freeman
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Purpose: This project will assist in alleviating the shortage of teachers and early intervention providers for children with sensory impairments at both the Utah Schools for the Deaf and Blind and in district-operated programs, by providing competency-based interdisciplinary training statewide to 25 prospective teachers annually.

Method: Program graduates will have experienced extensive opportunities to apply what they have learned in classes during practica in supervised, field-based sites that serve children from diverse family backgrounds, with personnel that implement recommended practices. Utah has adopted an approach of consortium-building involving its two research universities (the University of Utah and Utah State University), school districts, early intervention programs, Utah Schools for the Deaf and Blind, State Department of Health, and State Office of Education. The existing personnel preparation programs have been fused to create a unified program to prepare early childhood specialists and teachers of children in kindergarten through 12th grade in hearing impairments/deaf and visual impairments/blind. Completion of this program leads to the state's required teaching certificates and endorsements. These two preparation programs are the only approved programs in Early Childhood Special Education and Sensory Impairments with established distance education capacity. This project will enhance distance delivery in Sensory Impairments and include use of EDNET (interactive television) technology to offer the program statewide. The project will provide stipends and tuition waivers to 8 full-time students and 17 part-time students. Students may enroll in this program as graduates or undergraduates and complete certification/endorsements as partial fulfillment for undergraduate or graduate degree requirements from either participating university. Graduates will be qualified to fill many roles in serving children who have sensory impairments such as: 1) early interventionists in home and center-based programs; 2) consultants to early intervention programs; 3) preschool teachers in both categorical and integrated preschool programs; 4) classroom teachers K-12; and 5) consultants in integrated programs.

Grant Number: H325A000077

Tapping the Untapped: Training Diverse Second-Career Personnel in Early Childhood Special Education

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Beginning Date: 9/01/00
Ending Date: 8/31/05

OSEP Contact: Jennifer Tschantz
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Purpose: California State University, Dominguez Hills (CSUDH), will implement and evaluate a preservice program for the preparation of teachers and related services personnel (speech/language pathologists, nurses, and social workers) from culturally or linguistically diverse backgrounds and individuals with disabilities to work with similar diverse children (ages birth to 5) with disabilities and those at risk.

Method: The objectives of this interagency, collaborative project are as follows: 1) to implement a high-quality interdisciplinary preservice program; 2) to recruit and provide opportunities for initial- and second-career candidates and related services personnel to receive preservice training in early childhood special education (ECSE); and 3) to attain 100% retention of trainees throughout the program and in the first year of employment. During the five-year project, a total of 60 prospective teachers and 30 related services personnel will complete course work, including hands-on, individualized, field-based practicum experiences at the CSUDH Infant-Toddler Development Center, Children's Hospital of Los Angeles, and model public and private programs in the community. They will serve 900 children and their families. As a retention strategy, trainees will be assigned to mentors who will provide assistance and support during the program and make two site visits in the first year of employment. After completing the program, candidates will be eligible for an ECSE state credential and an M. A. in Special Education degree.

Grant Number: H325A000080

Bilingual Pathways for Deaf, Minority, and Minority-Deaf Students in Deaf Education

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Beginning Date: 5/01/00
Ending Date: 4/30/05

OSEP Contact: MaryAnn McDermott
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Purpose: This project will prepare predominately deaf, minority, and minority-deaf teachers to work with a unique group of bilingual students—deaf students whose first language is American Sign Language (ASL) and whose second language is English. The project will prepare classroom teachers as well as bilingual specialists to work with deaf students across the United States who are becoming bilingual but have seriously limited English proficiency. It offers progressive levels of involvement or "pathways" to becoming a teacher. There are special pathways for high school students, undergraduate students (from minority-predominant schools), graduate students, ASL and English Literacy Specialists, and new teachers in the field. The program Will: 1) respond to the critical shortage of teachers of deaf students through consecutive stages of recruitment, preparation, specialization, and induction; 2) expand diversity representation in the field—targeting deaf, minority, and minority-deaf students; 3) meet the new bilingual standards established by the Council on Education of the Deaf (CED); and 4) address the English literacy challenges faced by deaf students nationwide.

Method: During the five years of the project, an estimated 1,250 individuals will be directly impacted, including 1,000 high school and college students, 200 deaf education and bilingual specialist students (at least 75% deaf and 15% minority/minority-deaf), and 50 new teachers. Graduates will complete the requirements of the M.S. degree in Deaf Education and be eligible for the Maryland State Department of Education credential in Deaf Education. In addition to certification in Deaf Education, English literacy specialists will be eligible for Reading Specialist and ESOL certifications. ASL specialists will also qualify for certification from the American Sign Language Teachers Association.

Grant Number: H325A000081

Educational Interpreter Training Cooperative for the Mountain Plains Region and Alaska

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Beginning Date: 9/01/00
Ending Date: 8/31/05

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Purpose: This project, a collaboration between Front Range Community College and several education agencies around the country, will create an educational interpreter training cooperative to achieve the following goals: improve interpreter services throughout the large area covered by designing a distance-education professional development program; provide modular professional development opportunities to each co-op member; and provide annual inservice training for other members of the educational team who work with sign language interpreters.

Method: About 130 interpreters will receive a vocational certificate via distance education courses, including audio- and video-conferencing, computer-based instruction, and print-based materials. A summer institute will allow students to interact with faculty and student co-op members while working on courses that require intensive face-to-face instruction. A distance mentorship will support students year-round as they apply skills learned at the summer institute. About 150 educational interpreters will receive an educational interpreting certificate; some of these can, at their own expense, obtain a concurrent associate's or bachelor's degree at their local institutions of higher education or via distance courses.

Grant Number: H325A000083

Multi-State Preparation of Educational Interpreters at the Associate and Baccalaureate Levels

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Beginning Date: 8/01/00
Ending Date: 7/31/05

OSEP Contact: MaryAnn McDermott
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Purpose: This project is a multi-state preservice preparation program for educational interpreters to work with children who are deaf or hard of hearing in a five-state region. This is a year-round training program to increase the supply of qualified educational interpreters who also will develop additional competencies in working with students from diverse cultural and language backgrounds. Students can receive either a bachelor's degree in interpreting with a minor in educational interpreting or an associate's degree in interpreting that infuses educational interpreting issues and skills in the curriculum.

Method: The program uses a wide variety of instructional media and techniques, including a no-voice natural language approach to teaching American Sign Language; required participation in Deaf Community events;

videotapes with culturally diverse models; and specialized and adapted instructional materials for teaching language, interpretation, and cognate areas. As part of their professional preparation, educational interpreter students will participate in a practicum and internship. Field experiences will consist of observing, interpreting, and participating in schools and agencies that serve children who are deaf, deaf-blind, or hearing impaired. Training for the bachelor's degree is designed to prepare interpreters for employment in the public or private sectors, educational institutions, rehabilitation facilities, and the community.

Grant Number: H325A000085

SPICE: Specialized Personnel Increases through Collaborative Efforts

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Beginning Date: 6/01/00
Ending Date: 5/31/05

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Purpose: The goal of Specialized Personnel Increases through Collaborative Efforts (SPICE) is to increase numbers of qualified teachers of students with visual impairments (TVI's) and orientation and mobility specialists (O&M) who serve children and youth with visual and multiple disabilities (ages 0-21), by providing support for approximately 113 students over five years. The five objectives of this project include: 1) providing TVI personnel preparation programs in two states and O&M in six states; 2) increasing efforts to recruit potential applicants who reflect underrepresented groups; 3) producing five video-teleconferences addressing current issues faced by TVI and O&M professionals; 4) incorporating additional competencies and sensitivity to cultural diversity into Pennsylvania College of Optometry (PCO) coursework; and 5) incorporating additional competencies for working with children ages birth to three into PCO courses. The project aims to have approximately 50 percent of SPICE students come from underrepresented groups, including those with disabilities, and/or be from and/or plan to serve in rural areas.

Method: SPICE will accomplish these objectives through a variety of activities with the help of several collaborative partners: state education agencies in the seven states where programs will be offered (Pennsylvania, Maryland, Oregon, Minnesota, Ohio, Oklahoma, and Tennessee) and site coordinators in these states; the Distance Learning Center of Pennsylvania; the project's National Advisory Council; Consultants for Cultural Diversity and Early Intervention; and adjunct professors in each state. Mentoring of off-campus adjunct professors by PCO faculty is a large component of SPICE success. SPICE will establish a Minority Mentors/Ambassadors Program to assist with recruitment and mentoring of underrepresented students. Graduates from this program will receive dual TVI/O&M certification.

Grant Number: H325A000087

Preparation of Early Intervention Personnel

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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Lisa Gorove
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Purpose: This project will meet a pressing need in the state of Maryland for qualified personnel who have been trained to work with infants and toddlers who have disabilities.

Method: Approximately 20 students per year will participate in this program. The program will be open to Master's students and Advanced Graduate Specialist students in special education who wish to specialize in early intervention. It is intended to provide training and experience to students who will be able to serve infants, toddlers, and their families in early intervention programs throughout Maryland. The program will also be available to graduate students who are seeking degrees in disciplines other than special education (e.g., human development) and who wish to provide intervention to infants, toddlers, and families. The program will 1) provide a program of course work and field experiences that reflect the state of the art in early intervention for children from birth to two years of age; 2) enhance existing course work and field experiences to focus on collaboration between professionals from multiple disciplines and between professionals and families; 3) enhance the existing program to address the needs of infants and toddlers from culturally diverse populations; 4) promote retention in and completion of the program by offering special supports to students in both academic and social areas of need; and 5) make continuous improvements in intervention programs through partnerships with advisory board members and representatives from local school systems and infant and toddler programs.

Grant Number: H325A000088

Training Teachers of the Deaf for Texas and Louisiana

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Beginning Date: 9/01/00
Ending Date: 8/31/05

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Purpose: Through this project, Lamar University will continue the Communications Disorders Program, which recruits deaf, minority, and minority-deaf faculty and university students at the Masters (MS) and doctoral (EdD) levels. The program has four related objectives: 1) increase the numbers of teachers of deaf youths; 2) increase the representation of deaf and of minority-deaf professionals in the education workforce; 3) increase the quantity and quality of deaf education teacher preparation by incorporating more training relating to multicultural issues, educational/audiological technology, deaf culture, and sign language; and 4) produce and distribute, through a national parent coalition, CD-ROM-based informative material designed to help parents of deaf children better understand the implications of differing communication modes (e.g., Signed English, American Sign Language, speech, speechreading, and auditory-oral).

Method: Innovative features of this project include: an emphasis on the role of the teacher of deaf children working with multicultural deaf students; a focus on parent counseling and training on communication

methodologies, the infusion of multiculturalism into the K-12 curriculum for the deaf, the development of the "Communication Histories of Deaf Adults" to distribute to parents of young deaf students, and incorporation of visual technologies (multimedia, distance learning, videoconferencing) and auditory technologies (hearing aids, cochlear implants, speech recognition technologies) related to the needs of multicultural deaf students.

Grant Number: H325A000095

Early Intervention Training of Speech-Language Pathologists

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Beginning Date: 6/01/00
Ending Date: 5/31/05

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Purpose: This project will improve the academic and clinical training of speech-language pathologists, and thereby improve the quality of services being provided to infants and toddlers and their families needing early intervention services. The project will increase the number of fully certified speech-language pathologists possessing the necessary competencies to provide early intervention services.

Method: Saint Louis University's Department of Communication Sciences and Disorders has the largest enrollment of underrepresented, minority graduate students in Missouri (25%) as well as the largest enrollment of undergraduate minority students (15%). This project will expand a preservice training emphasis—birth to three—for speech-language pathology graduate students-in-training. The university's urban location and the department's multicultural training focus provide ideal opportunities to educate speech-language pathologists to provide services to underrepresented populations. The project uses best practices and current research to provide the foundation for the following: 1) specific academic and clinical practicum experiences; 2) increases in the number of certified and licensed, mainstream and underrepresented (racial and ethnic minorities as federally defined and persons with disabilities) speech-language pathologists; 3) increases in the knowledge and understanding of speech-language pathologists regarding the role of interdisciplinary service providers and optimum interaction with these professionals for the benefit of infants and toddlers needing early intervention services and their families; and 4) specialized trainee competencies regarding multicultural interdisciplinary service provision in early intervention settings. Project trainees will participate in specialized courses, a year-long specialized seminar series, case studies, and a clinical practicum utilizing an interdisciplinary and family approach to service delivery for infants and toddlers needing early intervention services.

Grant Number: H325A000097

Multidisciplinary Personnel Training for Work with Deaf Children with Cochlear Implants in Rural Settings

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Beginning Date: 1/01/01
Ending Date: 12/31/05

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Purpose: This collaborative, interagency, and interstate project will implement a high-quality, multidisciplinary preservice program that uses problem-based learning to enable graduates to serve children with cochlear implants effectively in educational settings. It will develop a teleconferencing system in remote/rural areas to facilitate students' skills as consultants and inservice educators in support of children with cochlear implants.

Method: During the five years of the project, a total of 55 students (15 audiologists, 25 speech-language specialists, and 15 educators of the deaf) will complete multidisciplinary course work, including individualized field-based practicum experiences. In addition, students will participate as a member of a "distance-education cochlear implant support team" to develop and use teleconferencing as a means of providing educational support for children with cochlear implants in rural and remote settings. At least 10 of the trainees will represent ethnic or linguistic minorities.

Grant Number: H325A000100

Educational Interpreting and Research Project

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Beginning Date: 9/01/00
Ending Date: 8/31/05

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Purpose: This model preservice training and certification program is designed for paraprofessionals who work with children with low-incidence disabilities. The project has two goals: the continued training of educational interpreters in an established educational interpreter preparation program for paraprofessionals at the Bachelor's level to work with children who are deaf or hard of hearing in inclusive school settings; and conducting research on the effectiveness of educational interpreters in order to enhance the teaching-learning process.

Method: To prepare educational interpreters as school-based paraprofessionals to assume varied roles and responsibilities, the project will offer courses in different communication modes and provide field work and practicums in different communication settings. Trainees will take courses with students in regular and deaf education and courses that emphasize diverse roles and responsibilities. Toward its goal of conducting systematic research that documents best practices for training learners as educational interpreters, the project will involve trainees, deaf and hard-of-hearing students, parents, teachers, current interpreters, and administrators in various data-gathering activities such as videotapings, focus groups, surveys, questionnaires, and interviews.

Grant Number: H325A000101

Preparing School Psychologists to Serve Children with Attention Deficit/Hyperactivity Disorder

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Beginning Date: 9/01/00
Ending Date: 8/31/05

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Purpose: This project will train school psychologists to provide: functional assessment of behavior problems of students with attention deficit/hyperactivity disorder (ADHD); multi-method assessment of ADHD and related behavior disorders; effective behavior consultation and support; and strategies to promote academic and social competence, self-management, and collaboration between families and schools and among multiple service providers, including pediatricians involved in medication management.

Method: The project will train 14 masters-level school psychology students to administer and provide special education and related services to children with ADHD and related behavior disorders. Collaborations will be established with state and local agencies. The comprehensive, field-based training program will use empirically based behavior assessment, intervention, and consultation practices to foster access to the general education setting for students with ADHD. Course work and practicum experiences in school and community settings will develop trainees' competencies in service delivery to child clients, their families, and schools. Extensive efforts will be made to recruit students from minority or underrepresented groups.

Grant Number: H325A000103

Preparing Occupational Therapists for Careers in Early Intervention: A Program of Targeted Recruitment and Supported Preservice Preparation for Minority Students

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: This project will develop an interdisciplinary, inter-institutional program designed to prepare students who are members of racial minority groups or those with disabilities to practice as pediatric occupational therapists within early interventionist contexts.

Method: A total of 20-25 students will complete the program and receive both Bachelor's and Master's degrees in occupational therapy. Students will be recruited through an inter-institutional affiliation and collaboration. Students will be members of racial minority groups or individuals with disabilities who will be recruited using innovative strategies designed to provide students with early exposure to occupational therapy and early

intervention and ensure that they receive supports necessary to complete prerequisite coursework. The program of study provides students with general background and skills in occupational therapy and specialization in early intervention, through extensive coursework and fieldwork.

Grant Number: H325A000107

Preparation of Personnel to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: This project adds several important content areas to the special education personnel preparation program at East Carolina University (ECU). The project will facilitate shared training experiences between special and general educator trainees, address specific regional needs, involve persons with disabilities in project decisions and activities, and recruit personnel from underrepresented populations.

Method: The project will add the following training components to the existing program: certification in assistive technology and augmentative communication, multiple certifications in specific grade levels and in adaptive physical education and rehabilitation, specific skill training in specialized areas of disability, and leadership training. Partnerships will be established to facilitate and strengthen the objectives of the training. These partnerships are not only within the university, but include individuals with disabilities and their families, as well as national and local agencies and projects, including local school districts. Distance learning will facilitate access for students in rural and remote areas. Over its five years, the project will add a minimum of 250 qualified teachers to the pool and affect systems change.

Grant Number: H325A000128

Early Intervention/Early Childhood Specialist Program

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Beginning Date: 6/01/00
Ending Date: 5/31/05

OSEP Contact: Jennifer Tschantz
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Purpose: This project will provide interdisciplinary, field-based, graduate training to enable special education and related services trainees to acquire the competencies necessary to provide early intervention and early childhood services for infants, toddlers, and preschoolers with low-incidence disabilities and their families. This intensive, full-time training model is designed to meet the national, state, and regional needs for increased numbers of skilled interdisciplinary personnel.

Method: Each year, 14 students will complete academic and field-based training toward a Master's degree. Training includes intensive coursework and field-based training in childhood service sites based in the community. Internships will provide hands-on experiences regarding the application of information acquired in the classroom. Recruitment of persons with disabilities is a project priority.

Grant Number: H325A000133

Auditory-Oral Training: Serving Young Children Who Have Hearing Impairments

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Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: MaryAnn McDermott
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Purpose: This project will increase the number and quality of personnel prepared to work with infants, toddlers, and young children with low-incidence disabilities, specifically hearing impairments. The project will develop a new and unique track in the existing Education of Deaf Children program at the University of North Carolina at Greensboro by integrating a teacher licensure program in hearing impairment that focuses on Auditory-Oral communication with a teacher licensure program in Birth-Kindergarten.

Method: In responding to the absolute priority of preparing personnel to serve infants and young children with low-incidence disabilities, the project will: 1) alleviate North Carolina's critical shortage of adequately trained teachers to work with infants and young children with hearing impairments from diverse cultural backgrounds; 2) recruit and train individuals from underrepresented populations with an emphasis on recruiting and hiring individuals with disabilities; 3) develop an exemplary interprofessional training program with culturally competent, research-based, and outcome-based practices that provides trainees with competencies required by the state of North Carolina and professional accrediting organizations, thereby making them eligible for licensure in Hearing Impairment: Auditory-Oral focus and Birth-Kindergarten; 4) deliver training via technologically and experientially-based learning activities that highlight interprofessional, multidisciplinary connections; and 5) disseminate program components to other institutions of higher education. These objectives will be accomplished through: 1) extensive recruitment strategies to include persons with disabilities and from underrepresented populations; 2) involvement of practitioners and parents in creation and delivery of instruction and supervision of internships; 3) creation of new coursework, adaptation of current courses, interdisciplinary internships, and distance education and web-based instruction; and 4) ongoing program review and revision. Over the five years of this project, about 38 full-time students will complete the Bachelor of Science degree in Specialized Education Services and receive teaching licenses in Hearing Impairment and Birth-Kindergarten. During year 5 of the project, 20 students will receive support for one year as an incentive to begin the program. At the end of the project, about 58 individuals will be trained or will have begun a course of study to enable them to work with infants, toddlers, and young children with hearing impairments and their families in inclusive settings using Auditory-Oral and developmentally appropriate teaching practices.

Grant Number: H325A010003

Training School Psychologists as Integration Consultants for Students with Low Incidence Disabilities

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Beginning Date: 9/01/01
Ending Date: 8/31/06

OSEP Contact: Martha Bokee
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Purpose: This project will train 50 individuals over five years enrolled in a preservice program in school psychology as specialists to serve as integration consultant assistants to facilitate the integration of students with low-incidence disabilities into general education settings.

Method: The project will require trainees to attain competencies in assessment and instruction of students with low-incidence disabilities within the special education setting prior to moving into the general education setting, where they will attain competencies in effective consultation procedures to serve students with low-incidence disabilities. The project will increase the cultural competence of the trainees and will recruit individuals from culturally and linguistically diverse backgrounds and individuals with disabilities.

Grant Number: H325A010007

Collaborative Statewide Preparation Program in Low Incidence Disabilities: Severe Disabilities and Autism

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Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Debra Price-Ellingstad
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Purpose: This project will meet the need for teachers in severe disabilities and autism in the state of North Carolina by developing a preservice teacher training program with a concentration in autism.

Method: Four options for licensure will be available with the target audience being lateral entry teachers who have classrooms but are not licensed, general education teachers in inclusive settings, new recruits, and special education teachers who wish to add this specialty. Coursework will be offered onsite and via distance education technology. One of the primary activities of the project will be to work with a stakeholder group, led by a parent, to update the coursework, encourage state networking, and implement the project statewide.

Grant Number: H325A010010

A Master of Arts Degree Program in School Counseling, Summers Only Option: Training in Mental Health Diagnosis and Treatment of Deaf and Hard of Hearing Children in Urban Mainstream Settings

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Beginning Date: 6/01/01
Ending Date: 5/31/06

OSEP Contact: Louise Tripoli
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Purpose: This project will seed a master's-level school counseling training program which will graduate 40 professionals over a five-year period of time. The 40 M.A.-level counselors will commit to working with deaf or hard of hearing individuals in urban settings.

Method: The project will provide training for counselors to identify and treat mental health problems in deaf children. Training will occur during the summer months, in order to permit candidates to keep their jobs in their local areas and benefit from the resources of Gallaudet University. The curriculum will include seminars on childhood disorders; seminars on psychopharmacology and treatment planning; a course on the cycle of substance abuse with emphasis on children; independent study modules on diagnosis of mental health disorders and treatment of specific mental disorders; and practicum experience and an internship in an urban educational environment with deaf or hard of hearing children, with exposure to mental health concerns of these children. A strong emphasis will be placed on the recruitment of underrepresented applicants to the program of study.

Grant Number: H325A010017

Preparation of Special Educators to Serve Children and Youth Who are Deaf or Hard of Hearing from Different Cultural and Language Backgrounds

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: MaryAnn McDermott
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Purpose: This project addresses national and local needs for the preparation of teachers to serve infants, children, and youth who are deaf or hard of hearing and come from different cultural and linguistic backgrounds. The teacher development model builds on collaborative resources and expertise at the University of Minnesota and the diverse communities in the region, and is designed to serve urban and rural areas through specialized teacher development.

Method: The project's curriculum includes model elements to ensure effective practices and services for children who are deaf or hard of hearing. In addition to the core preparation program, specialized elements include collaboration with families and community organizations serving persons who are culturally and linguistically

diverse; specialized strategies in the areas of assessment, communication, instruction, and family support systems; collaboration with master teacher mentors experienced in multicultural contexts; integrated studies with teachers of second languages; and demonstration of skills and qualities required to work with families and children who are deaf or hard of hearing with different cultural or language backgrounds. The project will graduate a minimum of 45 students.

Grant Number: H325A010018

The Penn State Autism Project: A Master's Level Preservice Interdisciplinary Training Program for Special Educators and Speech-Language Pathologists to Improve Services and Results for Children with Autism

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Beginning Date: 8/15/01
Ending Date: 8/14/06

OSEP Contact: Debra Price-Ellingstad
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Purpose: This project establishes an interdisciplinary master's program to prepare 33 students to develop competencies in autism and speech language pathology through academic coursework, family and school practica, a guest lecture series, and the Pennsylvania Autism Institute.

Method: Four collaborative seminars developed for the project focus on issues and concerns, family and cultural factors, augmentative and alternative communication, and applied behavior analysis. Some students will graduate with a master's degree in education, a qualification for Pennsylvania certification, and eligibility to sit for the Behavior Analyst Certification Board credential. Other students will graduate with a master of arts degree and be eligible for American Speech-Language and Hearing Association certification and for licensing to work in state schools.

Grant Number: H325A010022

The Training of Social Workers to Meet the Educational and Emotional Needs of Deaf Children in Schools

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Beginning Date: 8/15/01
Ending Date: 8/14/06

OSEP Contact: Louise Tripoli
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Purpose: This project will institute a master's degree in School Social Work and will expand part-time local internships into full-semester practica in various parts of the country. A special effort will be made to recruit a greater number of qualified candidates with diverse backgrounds, including deaf students, students with disabilities, and students from underrepresented racial and ethnic groups.

Method: The program will prepare 55 social work graduates committed to delivering highly specialized services to young deaf children in their schools. The program will offer the additional training required at the graduate level to allow students to work with underserved deaf children with a range of communication and educational needs and from diverse racial and ethnic groups. This includes the full range of children, from those with cochlear implants to those with complex, multiple physical and emotional needs that require significant support to promote success in school settings.

Grant Number: H325A010025

A Comprehensive, Collaborative Master's Degree Program to Meet the Special Education Needs of Children with Autism in Texas

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Beginning Date: 8/01/01
Ending Date: 7/31/06

OSEP Contact: Debra Price-Ellingstad
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Purpose: This project will develop a new component of the Special Education Program at the University of North Texas to focus on the preparation of personnel to serve as teachers or intervention specialists for children with autism. The program will offer an intensive, collaborative training experience for students seeking master's level certification. The program will combine the experiences and expertise of parents, public school and state personnel, and university professionals, and will recruit students from underrepresented populations, including those with disabilities.

Method: A total of 8 full-time and 15 part-time students will participate in the University's autism sequence. The collaborative focus allows students to interact with classmates and instructors who have extensive, daily experiences in teaching students with autism. All students will master the application of research-based practices under the direct supervision of expert mentors in school and home settings.

Grant Number: H325A010028

The Mountain-Prairie Upgrade Partnership (Project M-PUP) to Prepare Educational Personnel for Students Who Are Deaf or Hard of Hearing Residing in Areas of Geographic Need

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Beginning Date: 8/15/01
Ending Date: 8/14/06

OSEP Contact: MaryAnn McDermott
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Purpose: Project M-PUP will alleviate the urgent shortage of teachers for students who are deaf and hard of hearing (DHH) in Nebraska, Iowa, and Wyoming. A total of 36 participants will earn Nebraska certification in DHH education by the end of the 5-year grant.

Method: Problem-based learning will be infused into the instruction. Courses will be delivered through an innovative mixed-media design including Web-based instruction, intensive weekend courses, and two 10-week summer sessions, plus field experiences and student teaching. Participants will be recruited from the following groups: 1) special education teachers, 2) speech-language pathologists; and 3) general education teachers. Specific strategies will be used to recruit individuals who are: 1) deaf or hard of hearing, and/or 2) bilingual in English and one of the following: Spanish, American Sign Language, one of the native American languages common to the partner states, or an immigrant language. The program will lead to Nebraska K-12 DHH certification.

Grant Number: H325A010036

Preparing Preprofessional Speech-Language Pathologists to Serve Persons with Severe Disabilities

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Beginning Date: 8/01/01
Ending Date: 7/31/06

OSEP Contact: MaryAnn McDermott
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Purpose: This project will recruit and train graduate students (particularly those from underrepresented populations) to work with persons with severe disabilities and individuals who require life-long support, including those with severe to profound developmental disabilities and autism.

Method: Over the five years, the project will enroll 60 students in graduate seminars designed to introduce the communication abilities and needs of persons with severe disabilities and delivered via distance technology. Students will also participate in clinical instruction with persons with severe disabilities and will study with practicing speech-language pathologists.

Grant Number: H325A010045

Training Options for Early Intervention Personnel

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Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Jennifer Tschantz
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Purpose: This collaborative project will develop, implement, evaluate, and institutionalize an interdisciplinary graduate personnel preparation program for well-qualified early intervention and related services personnel to

serve children with low-incidence disabilities. Currently there is no sustained graduate program in early intervention in the state of Maine and this project addresses that void by providing flexible training options for related services and early childhood personnel, building on existing academic resources at the university.

Method: Program options include an interdisciplinary core curriculum, consisting of courses leading to certification for early childhood special education and a master's degree that focuses on preparation for leadership roles in early intervention. Training will be provided across the state through a combined approach of distance technologies, intensive training institutes, and mentoring. At the end of five years, 100 students will have completed the program, including 30 related services providers.

Grant Number: H325A010046

Promoting Early Intervention Careers

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Beginning Date: 8/01/01
Ending Date: 7/31/06

OSEP Contact: Jennifer Tschantz
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Purpose: This project will develop a new master's program leading to Kansas State Certification in Early Childhood Special Education. The project will support a total of 68 master's trainees (58 full-time and 10 part-time) during a 5-year period.

Method: The program will embody a theory-to-practice model of teaching and learning and will address the unique nature of infancy and toddler development and family needs in this period. Implementation of the model will include the establishment of a "learning communities" partnership with four early intervention programs that are representative of the diverse communities in which families and their children reside (e.g., urban, rural, linguistic diversity, cultural diversity, and economic diversity.) The program is expected to impact on three levels: 1) increase the number of certified early intervention professionals who are competent to assume roles in providing comprehensive, transdisciplinary services to infants and toddlers with disabilities and their families in natural environments; 2) provide high-quality training and apprenticeships to learn effective strategies for translating recommended practices into real world settings that represent the diverse communities in which families and their children reside; 3) recruit and retain high-quality students who represent a range of cultural, racial, linguistic, and ability backgrounds; and 4) assist program graduates in obtaining positions as early intervention providers, particularly in urban and rural areas.

Grant Number: H325A010053

A Master's Degree Program in Brain Injury and Special Education: Focus on Systemic Improvement and Coordination

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Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Beverly Brightly
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Purpose: This project will address the national shortage of special education and related services personnel qualified to meet the needs of students with brain injury and their families and to stimulate systems improvement.

Method: The project will prepare 48 multidisciplinary professionals as educators and systemic improvement specialists to meet the needs of students with brain injuries. It will collaborate with other agencies to validate and disseminate nationally a unique model of graduate-level professional preparation and offer new research on brain injury and education-related topics. It will contribute to systemic improvement through symposia, partnerships with other universities and state improvement projects, and information dissemination. Coursework will be combined with field internships with diverse populations, and participation in action research projects related to serving students with brain injuries and their families.

Grant Number: H325A010060

Transition Services Preparation for Teachers of Deaf/Hard of Hearing Students

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Beginning Date: 9/01/01
Ending Date: 8/31/06

OSEP Contact: Louise Tripoli
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Purpose: This project will provide support for 55 preservice educators at the bachelor's and master's level to be licensed at the middle and secondary school levels as deaf educators with a specialty in transition services.

Method: Participants will receive training in deafness, deaf culture, and transition services, both in classes and through field experiences. Classroom sites will provide participants and their teacher-supervisors with opportunities to teach transition competencies across the range of career, independent living, recreation, etc., to minimize barriers and achieve adult outcomes. Transition training and activities will be coordinated with school-based transition coordinators.

Grant Number: H325A010062

Training Educational Interpreters

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Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: MaryAnn McDermott
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Purpose: This project will train educational interpreters, thus meeting the need to provide quality support services to deaf and hard-of-hearing students, increasing preservice interpreter education opportunities, and providing continuing interpreter education.

Method: The project will network through colleges, universities, and state resource centers (K-12) for deaf and hard-of-hearing persons. These activities will be implemented through distance education technology. Contracts with other states will be established to provide instruction and establish interpreter cohort programs. Portfolio plans for working interpreters that have limited formal training will be used to plan program completions. At the end of five years, it is expected that over 400 additional interpreters in the region will have national certification.

Grant Number: H325A010064

Collaborative Professional Education Project (CPEP)

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Beginning Date: 9/16/01
Ending Date: 9/15/06

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Purpose: The Collaborative Professional Education Project (CPEP) will provide an innovative approach to collaborative team education for approximately 175 preservice professionals. The program will provide advanced training and prepare professionals at the master's level, to improve outcomes for students with significant cognitive, physical, and sensory disabilities.

Method: Participants will be trained to be special educators, communication disorder specialists, vision specialists, occupational therapists, and physical therapists. The program will incorporate research-based curriculum and practices for serving children with significant and multiple disabilities, addressing special needs of children from different linguistic and cultural backgrounds through field experiences in settings provided by collaboration with state and local education agencies.

Grant Number: H325A010066

A Personnel Preparation Partnership for Transition Endorsement

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Beginning Date: 9/01/01
Ending Date: 8/31/06

OSEP Contact: Betty Baker
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Purpose: This project will address the critical need for masters-level transition endorsement training for transition personnel working with students with low-incidence disabilities, by providing an 18 semester credit hour transition-to-work endorsement program to 70 part-time and 20 full-time graduate students.

Method: The proposed participants are in or (if full-time) will be entering transition-to-work positions serving students with low-incidence disabilities, including students who are culturally and/or linguistically diverse. Trainees will complete a minimum of two vocational education courses, two transition courses, one rehabilitation course, and a practicum as part of their interdisciplinary training. To develop direct service skills, trainees will develop and direct a week-long campus experience for high-school students with low-incidence disabilities that includes job tryouts, participation in classes, community activities, dormitory living, and collaboration with families. Trainee training will culminate with their development of an interagency team at their schools that is focused on the development of transition programs and community experiences for students with low-incidence disabilities. The project will impact personnel preparation and students with low-incidence disabilities by: 1) developing a model to train low-incidence transition specialists in interdisciplinary community-based service provision, and 2) developing a low-incidence transition training delivery system throughout the region. The project will recruit training participants from minority and disability populations.

Grant Number: H325A010067

Linking Research and Intervention: Early Intervention Training for Infants with Low Incidence Disabilities and Their Families

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Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Jennifer Tschantz
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Purpose: The George Washington University Linking Research and Intervention (LRI) Project will provide a master's degree training program in infant special education for special educators, related service personnel, and others seeking training in early intervention.

Method: Built on an exemplary infant special education program, the LRI program provides a research-based curriculum to improve outcomes and foster access to and achievement in natural environments, and provides

training and practice opportunities to enhance collaborative skills to meet the needs of infants and families from diverse cultural and linguistic backgrounds, especially those living in high poverty urban areas. The program will be implemented in collaboration with George Washington University and other professional development partners to provide field-based training opportunities in various culturally diverse settings. A total of 40 full-time and 20 part-time students will receive master's degrees and be eligible for early intervention/early childhood special education certification.

Grant Number: H325A010069

Rural Links: A Collaborative Teacher Recruitment, Preparation, and Placement Project

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Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Lisa Gorove
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Purpose: This project proposes a collaboration among three Oregon universities and rural community partners to recruit, prepare, and place rural early interventionists and preschool/elementary teachers of children with significant disabilities in areas where they are most needed.

Method: The project will be coordinated by Oregon State University's Department of Human Development and Family Sciences, which, through its land-grant mission and active 4-H Youth Development Program, has close ties to every rural county in the state. Oregon State University will recruit promising students from rural areas, seeking especially candidates from underrepresented groups. During their undergraduate years, students will receive foundational work in child development, family systems and services, disabilities, and basics of teaching. They will also participate in a motor development clinic, supervised practica in early intervention or severe disabilities, and special seminars and an annual institute related to Rural Links' themes. After receiving their baccalaureate degrees, students will continue toward early intervention or special education licensure by an articulated transfer to the University of Oregon or Western Oregon University. The universities will then collaborate to place project graduates in appropriate intervention positions in rural areas throughout the Northwest. The project will graduate at least nine professionals per year—at least 45 in total—to provide quality services for rural infants and children with low-incidence disabilities and their families. It will also provide materials—including some distance delivery courses—to enable other universities to do the same.

Grant Number: H325A010071

Project FAMILY 2001+: Facilitating and Mentoring Interdisciplinary Learning for the Years 2001+

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Beginning Date: 9/01/01
Ending Date: 8/31/06

OSEP Contact: Jennifer Tschantz
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Purpose: This project will expand an existing practicum and create two others to train interdisciplinary teams of graduate students from two disciplines to provide culturally sensitive, family-centered services to infants and toddlers in natural environments, including homes, centers, health care facilities, and high-poverty community settings. Affirmative strategies will be taken to ensure the participation of culturally, linguistically, socioeconomically, and other diverse individuals as well as those with disabilities and parents of children with disabilities at all levels and in all activities.

Method: A cultural competence advisor will develop modules designed to increase the competence of graduates who will be trained in the use of techniques from cultural anthropology to help them better understand the lifeways of others. Students will practice interdisciplinary teaming skills in culturally diverse, high-poverty communities and will have opportunities to provide services under direct supervision by project faculty. The project will support 60 full-time and 20 part-time students over the five years.

Grant Number: H325A010072

Project TEAM: Recruiting and Training Culturally Diverse Students into a Full-Time Low-Incidence Special Education Graduate Program

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: Project TEAM will develop, through collaboration between the special education and multicultural education departments at New Jersey City University, a full-time graduate program with a concentration on teaching children with severe cognitive/multiple disabilities from culturally diverse backgrounds.

Method: The program will train a total of 60 culturally diverse students to receive financial support and master's degrees with state certification in special education. The program is based on the cohort model where students experience an intensive full year of graduate study through shared experiences with an emphasis on working as part of a collaborative team, through intensive field experiences, and through strong teacher and faculty mentor support.

Grant Number: H325A010073

Project S.T.A.R. — Sharing Technologies and Resources: Collaborative Personnel Preparation in Visual Impairment

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Beginning Date: 7/01/01
Ending Date: 6/30/06

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Purpose: This project will assist in alleviating the shortage of special education, related services, and early intervention personnel available to serve infants, toddlers, and children with visual impairments in the western region of the U.S. Through a sharing of distance education technologies and resources, California State University at Los Angeles (CSULA) and the University of Northern Colorado propose to train teachers of students with visual impairments and orientation and mobility specialists to work with learners who have visual impairments, including those with multiple disabilities. Thirty full-time and 78 part-time graduate students will receive financial assistance. Approximately 87 to 100 educators and related service personnel will complete the M.A. degree and/or credential/certification programs by the end of the project period, with an additional 8 to 21 completing the program in the following years.

Method: The project will help to meet the shortage of personnel by increasing the capacity of two university programs to deliver courses using distance technologies. The project will improve the quality of the training programs at both universities by sharing courses and parts of courses available online, joining students at both universities in online chats and discussion boards, and collaboratively designing content that meets the needs of both programs. Each course will incorporate field experiences in LEAs as well as in specialized schools for students with visual impairments. All coursework and fieldwork experiences will reflect best practices. The project will emphasize recruitment, retention, and training of graduate students from traditionally underrepresented backgrounds, including individuals who are bilingual, individuals from ethnic minority backgrounds, and individuals who have disabilities.

Grant Number: H325A010075

Preparing Teachers for Inclusive Education through Assistive Technology

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: This project will create a collaborative model of personnel preparation between the University of Louisville and other educational entities in the state to deliver preservice training through assistive technology. Through this collaborative effort, the project will provide a total of 80 graduate students with innovative practices emphasizing the delivery of assistive technology services to students with moderate/severe disabilities.

Method: Graduate students will work toward a master's degree in either special education or instructional technology, emphasizing assistive technology addressing the needs of children with moderate/severe disabilities. Courses will be provided through a combination of traditional, satellite, and Internet formats that will link best practice and professional experiences. Through this project, students will have the opportunity to take the RESNA national assistive technology practitioner credentialing test at the end of the program.

Grant Number: H325A010077

Field-based Teacher Education to Prepare Teachers for Diverse Learners Who Are Deaf or Hard-of-Hearing

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Beginning Date: 4/01/01
Ending Date: 3/31/06

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Purpose: This project will prepare early childhood educators to teach students who are deaf or hard-of-hearing and who are from diverse ethnic and linguistic backgrounds. It will recruit students for a certification and a credentialing program, with an emphasis on recruiting from culturally and linguistically diverse populations and students with disabilities. It will prepare 35 teachers with certification in Deaf/Hard-of-Hearing and 25 teachers with a credential in working with young children who are deaf/hard-of-hearing and their families.

Method: The University of Wisconsin-Milwaukee will work in partnership with other state and local agencies to coordinate the delivery of teacher education to meet project objectives. Distance education will be used to make the programs accessible outside of southeastern Wisconsin. Additionally, master teachers will serve as field-based mentors. The project will also establish a standards-based performance assessment system that will ensure student competence prior to certification and credentialing.

Grant Number: H325A010079

Project AIM: Assessment to Instruction Model for Students with Low-Incidence Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/06

OSEP Contact: Charles Freeman
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Purpose: Project AIM is designed to meet three critical needs in Oregon's educational system: 1) reduce Oregon's serious shortage of teachers of students with low-incidence disabilities; 2) contribute to Oregon's mandate to include students with low-incidence disabilities in statewide assessments; and 3) develop a decision-making model that assists teachers to move beyond assessment to designing appropriate instruction for students with low-incidence disabilities.

Method: At the end of the 5-year grant period, a total of 100 full-time and 25 part-time students receiving financial support under Project AIM will receive masters degrees and be eligible for Oregon certification in teaching children with low-incidence disabilities at the middle/secondary level. These teacher trainees will receive intensive instruction and practical experience in using Oregon's alternate assessments for students, especially those with low-incidence disabilities, who are unable to participate in Oregon's standard CIM/CAM assessments even

with accommodations or modification. In addition, a minimum of 50 currently employed special education teachers in the partner districts will receive training on the alternate assessment measures. These employed teachers and the teacher trainees will collaborate to design an assessment-to-instruction decision-making model which will be used to guide teachers in planning relevant instruction for students with low-incidence disabilities based on the results of the standard CIM/CAM tests or the new alternate assessments. Each year, district personnel, teacher trainees, parents of individuals with disabilities, and individuals with disabilities involved in Project AIM will participate in the evaluation and improvement of the training procedures and the Assessment-to-Instruction model. Training materials and the decision-making model will be disseminated throughout the state. Particular emphasis will be given to recruiting trainees from underrepresented groups.

Grant Number: H325A010081

Intermountain Hearing Impaired Partnership, 2001-2006

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Beginning Date: 8/15/01
Ending Date: 8/14/06

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Purpose: This project is a partnership between Idaho State University and other educational entities in the northwest states to fund the training of 120 bachelor-level interpreters for infants, toddlers, and children who are deaf or hard of hearing and 45 master's-level teachers.

Method: An advisory committee will assist with the development of the project by reviewing competencies, coursework, and practica and advisement on program development. They will share training and service delivery information and facilitate recruitment through information dissemination, referrals and nominations. They will also provide a network for employee recruitment and for methods of facilitating employee retention. After completing their general education, educational interpreting graduates will fill leadership roles as mentors/supervisors in school interpreter service programs.

Grant Number: H325A010085

Finding and Keeping the Best: A Rural Regional Partnership for Recruiting and Retaining Teachers for Children with Low-Incidence Disabilities

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Beginning Date: 7/01/01
Ending Date: 6/30/06

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Purpose: This project will recruit, prepare, and support 125 special education teachers for pupils with low-incidence disabilities in high-poverty rural schools. The project responds to current weaknesses in services and opportunities for pupils with low-incidence disabilities within a 43,000 square mile rural region of northeastern California.

Method: California State University at Chico has formed a consortium with 42 county offices and school districts to offer an alternative training program that meets changing needs of rural California. The project will combine local, university, and federal resources for the aggressive recruitment, accessible training, and structured support necessary to alleviate the region's serious and persistent shortage of fully credentialed teachers of pupils with low-incidence disabilities. Training in the wide range of technical and consultative skills needed by today's low-incidence specialist will be accessible at full-day classes, at regional training sites, through interactive online instruction, and in intensive summer sessions. District and university staffs will cooperate to provide joint support, local mentoring, and supervision throughout the preparation period. Trainees will participate in a full two-year on-the-job intensive, accelerated special education teacher internship while attending University seminars and summer sessions. Federal funds will provide critically needed stipend incentives to assist rural candidates from underrepresented groups in overcoming major obstacles to obtaining special education teaching credentials. Specialized recruitment strategies will be designed to attract and support candidates from underrepresented populations, especially including those with disabilities.

Grant Number: H325A010088

Early Childhood Low Incidence Personnel Preparation System (ECLIPPS)

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: Project ECLIPPS (Early Childhood Low Incidence Personnel Preparation System) will increase the quantity and quality of personnel available to serve young children with low-incidence disabilities and their families. Emphasis will be on providing service in remote, rural regions.

Method: Low-technology distance education will be used to train individuals to meet Alabama's standard for providing special instruction to eligible infants and toddlers. The training will lead to a master's level early childhood special education teaching certificate, as well as specialized low-incidence disability training in diverse preservice programs. The program will consist of coursework, mentorships, and field experiences. Over the five years of the project, 1) 50 individuals seeking training to meet Alabama's Early Intevention System (AEIS) standard to provide early intervention special instruction; 2) 20 individuals seeking Master's level Early Childhood Special Education (ECSE) teaching certification; and 3) 20 related service providers seeking low-incidence disability training will complete their respective programs in low-incidence disabilities.

Grant Number: H325A010095

Educators Without Borders

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Beginning Date: 7/01/01
Ending Date: 6/30/06

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Purpose: Educators without Borders (EWB) will recruit, support, and mentor individuals from traditionally underrepresented groups entering the field of early intervention. The project will build on the successes of an ongoing preservice program that prepares educators to work with culturally and linguistically diverse young children with low-incidence disabilities. The project will develop the skills needed for effective and responsive service delivery in diverse community settings and will create a mentorship network for participants during both the preservice and induction phases of preparation.

Method: Using an advisory group of diverse professionals, EWB will recruit candidates through the university's minority student affairs office and through other resources and it will provide these students with the knowledge and skills necessary to work with culturally and linguistically diverse infants/toddlers and families in early intervention through participation in a field-based personnel preparation program with ongoing partnerships with schools and community programs working with diverse families. EWB will also use a variety of ongoing support strategies to systematically address issues of culture, language, disability, and identity as they impact professional service delivery. It will identify and assist a network of leader/mentors to assist students during their induction period with issues of skill and issues that confront them as educators from underrepresented groups.

Grant Number: H325A010097

Building Relationships in Diverse General Education Settings (BRIDGES): The University of Illinois Severe Disabilities Program

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Beginning Date: 8/21/01
Ending Date: 8/20/06

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Purpose: Building Relationships in Diverse General Education Settings (BRIDGES) is a personnel preparation program in severe disabilities that will prepare over 250 special educators over a five-year period with several options: a full-time on-campus undergraduate and master's degree initial certification; a part-time on-campus master's program focusing on professional development for current teachers; and part-time off-campus teacher certification programs working with Chicago public schools.

Method: BRIDGES will provide teacher candidates in special education and general education the opportunity to collaborate with one another through seminars, Web chat rooms, distance education, and cohort-based field

placements. Participants' skills and knowledge will be evaluated using an innovative, performance-based assessment model. Special emphasis will be given to preparing teachers to work in diverse, urban settings and preparing teachers who will be qualified to teach nationwide.

Grant Number: H325A010101

Strengthening Content Area Preparation at the Secondary Level for Future Teachers of Deaf and Hard-of-Hearing Students

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Beginning Date: 6/01/01
Ending Date: 5/31/06

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Purpose: This project will address the need for improvement in quality of deaf education teachers by strengthening the preparation of future teachers who may teach secondary-level students in center schools for the deaf, or in high school resource rooms, or in itinerate programs serving mainstream schools.

Method: The project will support four cohorts of students to complete a two-year master's program that will be enhanced by the addition of a new course in principles of secondary instruction of deaf and hard-of-hearing students, and by requirements that students complete general education courses in teaching of math, science, or social studies. The project will also provide support for inservice teachers to mentor program students as aides in their classrooms or as student teachers.

Grant Number: H325A010106

Preparation of Secondary Special Education and Transition Personnel to Serve Youth with Low-Incidence Disabilities

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: This project is a collaborative effort involving the University of Northern Iowa, state and local school districts, and parents throughout the state. It will prepare a total of 45 master's level professionals to work in secondary special education and transition programs for adolescents with low-incidence disabilities.

Method: Using vigorous recruitment and retention strategies, the project will train one cohort with an emphasis on moderate and severe mental disabilities at the elementary level; another cohort of general education students will focus on mild disabilities at the secondary level; and a third group will work toward a master's degree and

will focus on adolescents with moderate and severe mental disabilities or severe emotional disturbance. The focus will be on functional curriculum, interagency collaboration, integration into the community, and collaboration with general education. The program will emphasize promotion of new meanings about diversity, developing inclusive school cultures, and forging productive relationships between schools and their communities.

Grant Number: H325A010107

Project Vision

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Beginning Date: 9/01/01
Ending Date: 8/31/06

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Purpose: This project is a preservice program to prepare approximately 300 full- and part-time students for certification as teachers of students with visual impairments or as mobility instructors. Using distance education networks, the project will expand the university's current visual impairments program and ensure accessibility in five states.

Method: The project will recruit an increased number of students with disabilities and from culturally and linguistically diverse populations, provide increased supervision and support for students working as visual impairment teachers under emergency certification, expand field-based experiences in public schools throughout the student's training period, develop and deliver modules on working with culturally and linguistically diverse populations with visual impairments, create a series of training sessions/materials on assessing disability-specific technology needs, develop advanced program considerations for the 0-3-year-old population, and use advanced strategies for teaching braille and encouraging braille literacy.

Grant Number: H325A010114

Interdisciplinary Models of Parent and Child Therapeutic Services

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Beginning Date: 1/01/01
Ending Date: 7/31/05

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Purpose: This interdisciplinary project will prepare, over a 5-year period, 50 full-time trainees in special education, occupational therapy, physical therapy, nursing, and speech pathology to provide best practice early intervention services. Each trainee will complete a masters degree in one of five disciplines, will receive an Interdisciplinary Specialization in Early Intervention, and will be eligible to apply for Ohio Early Intervention Certification. Fifty additional part-time trainees will receive stipends to complete the courses to qualify for Early Intervention Certification. In addition, long-distance courses will be developed and provided to early intervention (EI) service providers in rural areas so that they can complete the EI certification.

Method: The program requires that trainees take at least one course in each of six content areas. The content includes: 1) child development, disability, and health; 2) family systems and dynamics; 3) early intervention theory and practice; 4) inclusive service delivery; 5) interdisciplinary teaming; and 6) cultural diversity. Two intensive practica with families will be established to enable the trainees to appreciate service delivery from a family's perspective and to understand issues related to cultural diversity. Faculty will develop and implement the program with the assistance of a parent coordinator. Long-distance courses for credit toward early intervention certification will be provided to early intervention personnel in rural Ohio. Courses will be developed using Web CT and interactive video, and then will be offered to multiple receiving sites in rural counties.

Grant Number: H325A020009

Preparation of Speech and Language Specialists to Serve Children with Autism Spectrum Disorders

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Beginning Date: 7/01/02
Ending Date: 6/30/07

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Purpose: This project will provide comprehensive, preprofessional training for speech-language pathologists to better serve children with autism spectrum disorders and their families.

Method: The project will enroll and train a total of 25 speech-language pathology master's-level students with a targeted curriculum and field experiences aimed at specific competencies for working with autism spectrum disorders. The project will accomplish the following: 1) serve as a model for other preprofessional programs in speech-language pathology considering offering specialty tracks for low-incidence populations; and 2) put entry-level clinicians on a career path in which they will ultimately become key resources for services to individuals with autism and their families, as well as leaders and potential mentors in this area. Trainees will be led through the development of specific competencies related to assessment, diagnosis, and intervention with autism, and the application of multidisciplinary, interdisciplinary, and transdisciplinary team approaches. The project features a multidisciplinary research seminar on autism spectrum disorders that emphasizes the following topics: 1) contemporary issues in autism spectrum disorders; 2) early identification and issues in differential diagnosis of autism spectrum disorders in pre-school populations; 3) school age management of autism spectrum disorders; 4) educational environment and socialization of the adolescent and young adult with autism spectrum disorders; and 5) cultural and other issues with families and working with families in the management of autism spectrum disorders. On-campus clinical training will be offered, and field service training will take place in externships, rotating students through selected practicum settings focused on preschool-aged children with autism. The project will increase both the quantity and quality of trained specialists who are ultimately employed in early intervention programs to provide services within the middle Tennessee area.

Grant Number: H325A020011

Infant-Family Specialist Personnel (IFSP) Project

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Beginning Date: 9/01/02
Ending Date: 8/31/07

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Purpose: This project will prepare preservice early intervention and related services personnel, with a strong emphasis on working effectively with infants/toddlers and their families with diverse values, cultures, and backgrounds, and with an emphasis on recruiting students with diverse backgrounds. The content of this personnel preparation program is designed to assist students in developing competencies in theory and applications.

Method: The program will offer on-campus training in which early intervention/special education, related services, and early childhood specialists will receive a master's degree and early interventionist license. It will also offer an online program for trainees in rural areas. Twelve trainees will be funded each year to participate in the master's licensure option and eight will be funded to participate in the rural option.

Grant Number: H325A020013

Teacher Preparation in Severe and Multiple Disabilities

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Beginning Date: 8/01/02
Ending Date: 7/31/07

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Purpose: This project will expand and deliver the content of an existing personnel preparation program to a wider student body in the areas of severe/multiple disabilities, especially in general education settings. Three groups of trainees will be served by the project: full-time trainees working toward a master's degree and teacher certification, part-time second-certificate trainees, and emergency-certified teachers who need to take twelve credits of coursework toward their certification within the field in which they are teaching.

Method: Academic coursework and practicum experiences will be given to participants over a two-year period. State certification practicum requirements will be met through supervised work as part of their jobs. For emergency-certified teachers, the program will require that they take three Web-based courses and a summer institute in a single year. Each trainee will acquire knowledge-based and performance-based competencies that reflect best practices in general education classrooms, collaborative teaching, family-centered planning, augmentative communication, community-based instruction, and positive behavioral support. Each year, 12 trainees will be given scholarships to support their full-time study for a two-year period.

Grant Number: H325A020014

Web-Based Preparation of Occupational and Physical Therapists for Early Intervention and Related Services for Students with Low-Incidence Disabilities

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Beginning Date: 7/01/02
Ending Date: 6/30/07

OSEP Contact: Jennifer Tschantz
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Purpose: This project will increase the number of occupational therapists and physical therapists who are well qualified to provide early intervention and related services, including assistive technology, for infants, toddlers, children, and youth with low-incidence disabilities. During this five-year program, the project will support, each year, up to 30 occupational therapists and physical therapists in the 36-credit postprofessional (advanced) master of science degree program. Participants will be recruited nationally, with emphasis on identification and recruitment of therapists who are members of traditionally underrepresented groups.

Method: The project will provide an entirely World Wide Web-based delivery option for a master of science degree program in rehabilitation science, with an emphasis on early intervention, school-based therapy, and assistive technology. The Web-based option will make the University of Oklahoma Health Science Center's on-site program available to occupational therapists and physical therapists throughout the United States and the world. Parents of children with disabilities and interprofessional faculty have participated in the development of all of the project courses. Parents of children with disabilities, people with disabilities, and Oklahoma State Department of Education personnel will be involved in the project, including its modification, implementation, and evaluation. At least 125 students will graduate from the program with advanced knowledge, skills, and attitudes, which will lead to improved outcomes for infants, toddlers, children, and youth with low-incidence disabilities.

Grant Number: H325A020020

Kansas Low-Incidence Personnel Preparation (KLIPP)

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Beginning Date: 9/01/02
Ending Date: 8/31/07

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Purpose: Personnel shortages and teacher preparation challenges will be addressed by implementing the Kansas Low-Incidence Personnel Preparation (KLIPP) project, an innovative design for increasing the capacities of the other teacher preparation universities in Kansas to address the low-incidence instructional personnel shortage statewide.

Method: KLIPP will implement and provide a test of a longitudinal model to prepare low-incidence personnel on a statewide basis through a consortium of state universities and the Kansas State Department of Education. The KLIPP model is characterized by a "grow your own teacher" process that enables special educators to become

certified over a reasonable time, within their own area of the state. KLIPP will support students in institutions of higher education representing three distinct areas of the state of Kansas—the University of Kansas (northeastern Kansas), the Associated Colleges of Central Kansas (central Kansas), and Fort Hays State University (western Kansas). The quality of the program will be consistent, allowing students to enroll at the participating institution of higher education nearest their home, earn course credit through summer institutes, and participate in field-based practicum experiences in their own community. Finally, KLIPP will partner with an existing Kansas State Department of Education professional development network called INKS to provide high quality professional development and supervision for practicum experiences and student teaching through its Field-Based Technical Assistance and Professional Development Networks. Graduates will receive a Masters degree and certification.

Grant Number: H325A020023

A Model of Preparing Graduate Students and Professional Educators and Related Service Personnel to Work with Infants and Toddlers with Disabilities

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Beginning Date: 9/01/02
Ending Date: 8/31/07

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Purpose: This project will institute a transdisciplinary training model to prepare early interventionists to better meet the needs of children with disabilities and their families who live in urban underserved environments. The research-based curriculum focuses on an integrated, team-based, family-centered model of personnel preparation.

Method: The curriculum for this project will build on prior student knowledge and disciplinary preparation by adding advanced coursework and field experiences. The flexibility and multifaceted quality of the curriculum will help foster in participants the adaptive skills necessary for working effectively in complex urban environments where families encounter multilevel risk factors. The training program will target graduate students with no prior early intervention experience, those with limited experience, and professionals currently working in early intervention.

Grant Number: H325A020029

Improved Training of Physical Therapists in Early Intervention Settings (IMPRINTS)

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Beginning Date: 9/01/02
Ending Date: 8/31/07

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Purpose: This project will: 1) improve the preparation of physical therapists as related service personnel to provide services to infants and toddlers with disabilities; and 2) increase the number of physical therapists who are culturally and linguistically different and/or have disabilities to serve young children.

Method: Through this project, the University of Texas Medical Branch at Galveston will provide preservice preparation of 50 physical therapists enrolled in the masters-level program, including those who are culturally and linguistically different and those with disabilities, to work with infants and toddlers with disabilities. The project will: 1) develop specific courses to improve the knowledge of physical therapists regarding the needs of infants and toddlers with disabilities; 2) increase the number of clinical practicum sites offering infant and early intervention opportunities to physical therapy interns; 3) improve recruitment efforts and graduate placement to increase the number of physical therapy graduates who are culturally and linguistically different and/or have disabilities who are interested in serving infants and toddlers with disabilities; 4) establish an advisory panel consisting of professionals and families of infants and toddlers with disabilities to verify the content of the special courses and desired qualities of the graduates; and 5) provide stipends to financially support interns interested in gaining additional training to provide appropriate physical therapy services to infants and toddlers with disabilities.

Grant Number: H325A020032

Field-Based Early Childhood Low Incidence Graduate Training Proposal

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Beginning Date: 9/01/02
Ending Date: 8/31/07

OSEP Contact: Glinda Hill
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Purpose: This training project will prepare teachers with competencies in the areas of early childhood special education and low-incidence disabilities. The project will focus on recruiting students with and without teaching experience. Interactive, computer-based, multimedia training content will be developed to enhance course content.

Method: The course content will teach the students sensitivity to family values, issues and practices; it will develop transactive methods of observations in the home, school, and community; it will develop collaborative partnerships with families in the design of intervention programs in the home, school, and community; and it will promote a spirit of belonging in natural and least-restrictive environments. Video case studies will be used to ensure that students are responsive to cultural diversity issues and will be able to design interventions in accordance with the family values and the developmental needs of all children. The program expects to train 100 graduates over the five years of the project.

Grant Number: H325A020033

Preservice Preparation for Teachers of Students with Visual Impairments

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Beginning Date: 9/01/02
Ending Date: 8/31/07

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Purpose: The Program in Visual Disabilities (PVD) at Vanderbilt University's Peabody College will support master's-level training of 40 teachers serving visually impaired and blind students in local education agencies and special schools and an additional 10 to 12 students who will work toward initial licensure as teachers of students with visual impairments (TVI).

Method: The project will focus on areas of highest need for TVIs in the Southeast region, with targeted areas in northern Mississippi, Georgia, and Alabama. Through the goals and objectives related to recruitment, personnel preparation, outcomes, and evaluation, the PVD will enroll, train, and place TVIs with skills that meet standards of professional organizations and states. Through collaborations with state departments of education and universities without PVD programs, infusion of knowledge about children with visual disabilities will be provided. Through collaboration with the University of Alabama (a minority institution of higher education), PVD faculty will provide guest lectures. Other partnerships will be forged or strengthened, especially one with the Tennessee Infant-Parent Services. New program components will be added including, but not limited to, a Braille service project for PVD students, and development and infusion of competencies for teaching visually impaired students with cultural and linguistic diversity.

Grant Number: H325A020039

A Collaborative University Approach to Adapted Physical Education Training with Emphasis on Low-Incidence Disabilities

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Beginning Date: 9/01/02
Ending Date: 8/31/07

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Purpose: This project focuses on a collaborative university approach to multidisciplinary preservice training in adapted physical education (APE), with special emphasis on low-incidence disabilities.

Method: The collaborative approach will capture the unique strengths of each participating university (Ohio State University (OSU), Wright State University (WSU), and University of Virginia (UVA)) to maximize high-quality training in an efficient, cost-effective manner. The program will provide trainees with a variety of educational experiences not otherwise provided by a single preparation program, and cross-university interaction with peer trainees. Project trainees will select one of three APE credentialing program options: 1) a full-time undergraduate degree program; 2) a full-time graduate degree program; and 3) a non-degree part-time Ohio-approved Endorsement certificate program, for full-time teachers working with less than full qualifications.

Grant Number: H325A020040

A Multicultural Educational Interpreter Training Program: Emphasis on Deaf and Other Sensory Disabilities

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Beginning Date: 8/01/02
Ending Date: 7/31/07

OSEP Contact: MaryAnn McDermott
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Purpose: This project will train interpreters within a multicultural context for children with deafness and other sensory disabilities, in response to priorities for promoting full qualifications of support personnel for low-incidence populations while determining and teaching competencies needed to understand and work with culturally and linguistically diverse populations of students who are deaf or hard of hearing.

Method: The training program will provide incentives for recruitment of participants through tuition waivers and stipends, delivery of coursework, practica placement on and off campus in schools and agencies, and job placement assistance. Course modules will be adapted to meet the needs of interpreters with A.A. degrees and the schedules of personnel in rural and urban settings, and efforts will be made to increase the participation of underrepresented groups in educational interpreter training programs. It is expected that at least 60 students will be graduated from the program.

Grant Number: H325A020041

Training Speech-Language Pathologists and Special Educators in Assistive Technology and Augmentative Communication

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Beginning Date: 9/01/02
Ending Date: 8/31/07

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Purpose: This project will train speech-language pathologists and special educators to provide high-quality services to infants, toddlers, children, and youth who require assistive technology or augmentative communication to benefit from a free appropriate public education.

Method: Over the course of five years, the project will provide partial tuition and stipend support to 60 master's-level students in speech-language pathology and special education. Students will complete interdisciplinary coursework and practicum experiences in assistive technology and augmentative communication in competency-based training components. Training will emphasize best practices, including technical skills, evidence-based practice, cultural competence, collaboration and interdisciplinary teaming, and professional and ethical practice.

Grant Number: H325A020045

The Preparation of Personnel to Teach Students with Visual Impairments

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Beginning Date: 8/01/02
Ending Date: 7/31/07

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Purpose: This preservice personnel training project will improve the competencies and increase the number of teachers with the skills to support the access of students with visual impairments to the general education curriculum.

Method: The undergraduate program at Florida State University that prepares teachers of students with visual impairments will be expanded through a satellite program in Georgia. Courses will be offered through a combination of media, teleconferencing, and face-to-face instruction. Graduate students participating in the preservice personnel program will be provided with training related to the mobility and other needs of students with visual impairments. Over the course of this project, several online courses will be created to provide access to the training curriculum for students throughout the Southeast. This project will feature an aggressive recruitment effort targeting students from underrepresented groups. The program is expected to result in 76 students receiving undergraduate degrees and another 24 who also have interdisciplinary training in other special education areas receiving master's degrees.

Grant Number: H325A020047

Masters Degree Preparation of Teachers in Severe Disabilities and Deafblind

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Beginning Date: 8/01/02
Ending Date: 7/31/07

OSEP Contact: Charles Freeman
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Purpose: This project will continue and improve Boston College's Master's degree programs in Severe Disabilities and Deafblindness and produce at least 134 teachers in those areas.

Method: The program in Severe Disabilities will: 1) grow in student numbers; 2) offer an increased emphasis in autism; and 3) add courses and summer institutes. The Deafblind program will collaborate with the University of Massachusetts (UMASS), with students completing six credits of study there, and will offer a course in Orientation and Mobility developed for teachers and offered through UMASS. Both programs will incorporate strong field components that involve students in sites of exemplary practice. All program students will gain experience in inclusive settings. Both masters-degree programs will be offered through an evening course model, making them attractive to students who must work full-time.

Grant Number: H325A020051

Meeting the State and National Need to Increase the Number and Quality of Dually-Certified Secondary Teachers of Student Who Are Deaf

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Beginning Date: 9/01/02
Ending Date: 8/30/07

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Purpose: This project will attract high-quality students to the National Technical Institute for the Deaf (NTID) Master of Science in Secondary Education program to prepare as dually certified teachers of secondary-level academic subjects (grades 7-12) and of students who are deaf and hard of hearing (K-12).

Method: NTID, a college of Rochester Institute of Technology, offers a two-year master's degree program in secondary education, which has the capacity to enroll up to 20 full-time students in each entering class. This project will provide tuition support to students with undergraduate degrees or majors in secondary content areas certifiable by New York State, which will greatly reduce the debt load that often has been a disincentive to many who consider special education as a profession.

Grant Number: H325A020057

Preparation of Special Physical Educators/Consultants for Students with Low-Incidence Disabilities: A Model

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Beginning Date: 6/01/02
Ending Date: 5/31/07

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Purpose: This project will enable 17 promising graduate interns (particularly from historically underrepresented populations) to complete a research-based curriculum integrated into the pedagogical knowledge and practica that will lead to a master's degree in kinesiology with an emphasis in special physical education.

Method: The current program will be significantly improved and made more accessible by providing some courses online and utilizing computer-assisted instruction while expanding on-hands practicum experiences with low-incidence populations. The foundation for the revised program of study will be the knowledge and skills identified in the Adapted Physical Education National Standards, with a focus on students with low-incidence disabilities. The program will increase the traditional 30-hour thesis program to a 36-hour program allowing the interns to take additional courses in special education but still complete the degree in one calendar year. Personnel will be prepared to provide services for children and youth with low-incidence disabilities such as those with severe intellectual deficiencies, sensory impairments, mobility impairments, multiple disabilities, traumatic brain injuries, and/or autism in the least restrictive environment. Emphasis will be placed on providing these services with full participation in their neighborhood schools and communities. In addition, the project

staff and interns will design and implement a Texas Special Physical Education hotline, parent workshops, and an in-home training program with access to an equipment check-out system. Partnerships with paraprofessionals and members of other disciplines such as occupational therapists, physical therapists, and special educators will be encouraged and facilitated. The program for each intern will culminate in a professional portfolio, a master of science degree, and taking the Adapted Physical Education National Standards Examination.

Grant Number: H325A020062

Southwestern Project to Prepare Teachers of Students Who Are Deaf or Hard of Hearing

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Beginning Date: 7/01/02
Ending Date: 6/30/07

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Purpose: This project will prepare teachers to serve the deaf and hard-of-hearing population in Arizona and neighboring states, with an emphasis on recruiting graduate students from minority groups, who are deaf themselves, and who are willing to work in rural areas.

Method: The program of coursework and practica will enable students to work with children who are deaf or hard of hearing with a wide range of hearing levels and communication skills/modes. It will offer a concentration on children who are deaf or hard of hearing in inclusive public school settings and on children who have additional learning or behavior disabilities. Students who relocate to rural areas for final internships will get additional stipend support and the possibility of paid internships.

Grant Number: H325A020065

Educating Teachers Collaboratively, Honoring Every Student (Project E.T.C.H.E.S.)

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Beginning Date: 11/02/02
Ending Date: 10/31/07

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Purpose: This five-year project will prepare teachers to serve culturally and linguistically diverse children, youth, and young adults with low-incidence disabilities in inclusive schools. Based in the special education program at St. Mary's College, the project will utilize multidisciplinary faculty from various sources in the Bay area such as Stanford University's Lucille Packard Children's Health Services, the Disability Rights and Educational Defense Fund in Berkeley, practicing general and special educators, and community professionals.

Method: The project will accomplish the following: 1) provide a quality, research-based preservice education, grounded in the principal of zero exclusion, to at least 20 full- and part-time students per year who are preparing

for their California specialist credential in the area of moderate-severe disabilities; 2) prepare these teachers for sustained roles in highly diverse elementary and secondary schools as collaborating, inclusive education support teachers; 3) recruit preservice students from underrepresented groups, including individuals with disabilities, from the surrounding Bay area and California; and 4) provide financial incentives to encourage students to attend full-time or to avail themselves of mentored internships under highly qualified teachers. The program for the moderate-severe disabilities specialist credential at St. Mary's College has been recently redesigned to provide a solid preservice education which connects previous general and special education coursework into one cohesive educational preservice program. Students will graduate with the ability to design curriculum and instruction for whole classrooms of diverse students, as well as the ability to serve students with moderate-severe disabilities in those same classrooms, the school, and the community. In addition to preparing a quality, reflective teacher, the program recognizes the need for additional preparation in the following areas for teams serving children and youth with low-incidence disabilities: augmentative communication, social network development, accommodations for physical and sensory disabilities, technology and adaptations, positive behavioral supports, coordination with mental health and other social support organizations, systematic instructional and assessment approaches, collaboration with families and professionals, and transition to supported living and supported employment.

Grant Number: H325A020067

Specialty Preparation for Speech-Language Pathologists to Work with Deaf and Hard of Hearing Children and Youth

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Beginning Date: 9/01/02
Ending Date: 8/31/06

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Purpose: A key aspect of improving service delivery to deaf and hard-of-hearing students is to improve preservice and academic education of professionals working with those students. High-quality speech-language therapy services are essential for the success of students who are deaf or hard-of-hearing in developing effective communication skills. In response to this, the National Technical Institute for the Deaf and Nazareth College of Rochester will implement a model collaborative certificate program to provide specialized training for speech-language pathologists.

Method: The program will provide training in the full range of communication approaches, and provide exposure to deaf culture and the social, educational, and cultural issues facing deaf and hard-of-hearing children and their families. Cohorts of 10 students annually will complete the certificate program, significantly increasing the number of speech-language pathologists in the region who have the training and skills to provide high-quality speech and language therapy to children and adolescents who are deaf and hard of hearing. The program will be marketed nationally to bring committed graduate students in speech-language pathology to the program.

Grant Number: H325A020080

Collaborative Personnel Preparation in Autism (COPPA) Project

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Beginning Date: 1/01/03
Ending Date: 12/31/05

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Purpose: This project will provide financial support for the development of a graduate-level collaborative personnel preparation program for teachers interested in working with elementary-age children who meet the criteria for autism spectrum disorder (ASD).

Method: Funds requested will annually support 15 graduate students through fellowships, assistantships, and tuition stipends; the hiring of an internship supervisor; and the partial support of project directors for teaching, advising, and administrative activities. The COPPA project will prepare graduate-level personnel to: 1) serve children with ASD in inclusive settings; 2) provide consultation and inservice training related to serving elementary-age children with ASD; and 3) conduct applied research with children with ASD and their families. Students will chose from two programs of study, one which emphasizes teaching children with high functioning autism and Asperger's Syndrome, and the other focusing on children with autism who function in the moderate to severe range of intellectual disabilities. Students will earn Georgia certification in either Learning Disabilities (LD) or Intellectual Disabilities (ID), depending on their program of study. Students will complete a minimum of four didactic courses and two internship experiences specific to ASD, in addition to their graduate course work in LD or ID and research courses.

Grant Number: H325A020081

Preparing Family-Infant-Toddler Specialists (FITS)

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Beginning Date: 8/01/02
Ending Date: 7/31/07

OSEP Contact: MaryAnn McDermott
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Purpose: The Family-Infant-Toddler Specialists (FITS) project will lead to a credential for early interventionists based on current research and information through competency-based coursework. Participants in the program will be provided with the necessary knowledge and skills from an interdisciplinary perspective, including a family as a faculty component, in order to deliver effective services.

Method: The project will deliver competencies developed collaboratively between the University of Central Florida and other educational entities, and mastery of these competencies will result in an FITS credential. Course content will build on a state pre-kindergarten disability endorsement, focusing on low-incidence disabilities, teaming, collaboration, and consultation in natural environments. Over the course of the project, 175 participants are expected to complete the training program for the FITS credential.

Grant Number: H325A020083

Educational Interpreter Emphasis

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Beginning Date: 1/01/03
Ending Date: 12/31/07

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Purpose: The University of Arizona's Department of Special Education, Rehabilitation, and School Psychology will provide professional preparation at the undergraduate level for 40 educational interpreters for deaf and hard-of-hearing children, by utilizing interdisciplinary and collaborative models and intensive practica experiences.

Method: Partnerships have been implemented with professional development sites in the Tucson Unified School District, Arizona School for the Deaf and Blind, and the Disability Resource Center. The project will: 1) prepare educational interpreters with interdisciplinary and collaborative knowledge and skills based on research-based practices to effectively work with deaf and hard-of-hearing students in inclusive settings; 2) recruit well-qualified students, particularly minorities and students with disabilities; 3) prepare educational interpreters to assume positions that serve students in urban and rural settings; 4) provide intensive field-based experiences using university-school partnerships in interdisciplinary teaming and collaboration in interpreting for culturally and linguistically diverse students in effective schools including those that serve primarily high-poverty students; and 5) provide educational interpreter coursework through distance education to selected sites.

Grant Number: H325A020085

Educational Interpreters and Assistants Preparation Project

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Beginning Date: 7/01/02
Ending Date: 6/30/07

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Purpose: The Educational Interpreters and Assistants Preparation (EIA) project will prepare related services personnel to serve deaf and hard-of-hearing children in Hawaii. Throughout the state of Hawaii, at least 60 underqualified educational assistants and educational interpreters are working in 21 K-12 schools that serve 250 children who are deaf and hard of hearing in special education. Kapi'olani Community College recognizes there is currently no preservice or inservice program in Hawaii that prepares paraprofessionals and related services personnel to serve these children. To meet this acute statewide need, the American Sign Language/Interpreter Education Program and the Gallaudet University Regional Center at Kapi'olani Community College are collaborating with the State of Hawaii Department of Education to design and deliver Associate in Arts (AA) and Associate in Sciences (AS) degree programs for Educational Assistants and Educational Interpreters that are responsive to Hawaii's diverse cultural and linguistic population. Approximately 75% of the educational training stipends through this project will be earmarked for underrepresented populations.

Method: To ready a pool of well-trained, competent personnel to work in classrooms with deaf and hard-of-hearing children, the EIA project at Kapi'olani Community College will accomplish the following: 1) establish an AA degree in Liberal Arts (Deaf Studies) for Educational Assistants and an AS degree in Educational Interpreting; 2) create sequenced, self-contained modules and semester-long classes that will be delivered using traditional and distance education technologies, will integrate training from the Hawaii Department of Education's Professional Development program, will use research-based curricula, and will incorporate field-based training and practice opportunities; and 3) provide a comprehensive program of financial, academic, and training supports for recruited cohorts of educational assistants and educational interpreters. Approximately 50 full-time and part-time participants (25 educational interpreters and 25 educational assistants) will receive the AA or AS degrees. In addition, the Educational Interpreting graduates will be prepared to stand for the Hawaii Quality Assurance Screening, enabling them to have the appropriate credentials to become employed by the state of Hawaii Department of Education.

Grant Number: H325A020089

Preparation of Special Educators of Students with Visual Impairments

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Beginning Date: 7/01/02
Ending Date: 6/30/07

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Purpose: The Graduate College of Education at the University of Massachusetts Boston (UMB), in collaboration with the six New England State Departments of Education and a range of professionals throughout the region, offers this project to address the critical need for teachers of students with visual impairments. The project will develop a distance learning curriculum in Special Education/Teacher of Visual Impairments (TVI) as an addition to the existing Orientation and Mobility preservice and inservice training activities.

Method: The project will enroll 18 to 24 students annually with a TVI concentration (total of 105 over the project period). About 50% of the applicants will be individuals seeking cross-certification while the remaining 50% of the applicants will seek both a Master's in Special Education and eligibility for initial certification in TVI. This project offers a TVI training sequence at the graduate level adhering to both state and national certification standards, and attending to both Council for Exceptional Children and Association for the Education and Rehabilitation of the Blind and Visually Impaired curriculum guidelines. Students with an existing teaching credential may pursue cross certification at the graduate level in 30 credits while those wishing to pursue initial certification in the content area will be offered an expanded curriculum of 45 credits. Collaborative agreements will be established with at least five school districts in each of the New England states. The states' Comprehensive System of Personnel Development or State Improvement Grant resources will support state-based TVI liaisons who will assist in instruction, monitor the internship and field experiences, and recruit new students. A Special Seminar Series will be available for teachers of students with visual impairments as part of an inservice training and outreach effort.

Grant Number: H325A020091

Master's Training Program for Special Educators and Transition Specialists of Students with Low-Incidence Disabilities

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Beginning Date: 9/01/02
Ending Date: 8/31/07

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Purpose: This project has two objectives: 1) increase the quantity of special educators and transition specialists who work with students with low-incidence disabilities (LID), and 2) increase the quality of special educators and transition specialists who work with students with LID.

Method: The project will implement an interdisciplinary Masters program to train special educators and transition specialists to work with students with LID. Approximately 12 students per year (ten in the first year) will be recruited to one of two masters program (LID and transition specialist) and receive one-year stipends. Enrollment and completion of either program will result in an Educational Psychologist Master's degree. Approximately 20 special educators and 29 transition specialists will be prepared at the end of this project.

Grant Number: H325A020104

Project ASSURE: Personnel Preparation: Young Children with Low-Incidence Disabilities

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Beginning Date: 7/15/02
Ending Date: 7/14/07

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Purpose: The University of Toledo's College of Education will conduct a graduate-level personnel preparation program, anchored in professionally recommended practices, that will address the critical regional, state, and national personnel shortage of teachers of young children (ages birth to 8 years) with severe developmental disabilities. Project ASSURE will prepare 72 graduate students to assume positions as Early Childhood Special Education teachers in preschool and primary grades or as Part C Early Intervention professionals.

Method: Project ASSURE will prepare 72 early childhood specialists in four part-time, two-year training cycles and five one-year, full-time training cycles. Recruitment of full-time students will focus on those professionals who hold the Ohio early childhood license (ECL). Immediate priority for selection for the part-time program of study will be afforded to early childhood educators who are currently providing early intervention and early childhood intervention services without appropriate certification or licensure. The focus of the graduate program preparation in the preschool and primary areas will be the synthesis of direct instruction and incidental teaching in the continuum of least restrictive environment (LRE) options for young children who experience severe disabilities. Program content and field experiences will address effective intervention in inclusive environments, consistent with LRE and natural environments initiatives. The principles and practices of family-centered services and multicultural sensitivity will be the cornerstone of the early intervention component of the program.

Effective intervention through developmentally appropriate early learning experiences will be emphasized via adoption of incidental and activity-based instructional strategies as primary modes of intervention planning for home-based and center-based intervention. Awareness of transdisciplinary team interaction, itinerant service delivery models, and professional and interpersonal skills that contribute to effective team membership and family support also will be examined. Parents of children with developmental disabilities will be directly involved in the design of courses, seminars, and practicum experiences and also will serve as co-instructors in selected courses and seminars.

Grant Number: H325A020106

Early Intervention Specialist Program

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Beginning Date: 7/01/02
Ending Date: 6/30/07

OSEP Contact: Glinda Hill
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Purpose: This project will provide interdisciplinary, field-based graduate training that will enable social work, speech pathology, and nursing students to acquire the competencies necessary to provide high-quality early intervention services for infants and preschoolers at risk for disabilities or with disabilities and their families.

Method: Approximately 56 full-time trainees will complete intensive academic and field-based training. They will receive tuition and stipend support for the 11-month (three-semester) involvement necessary to complete Early Intervention/Early Childhood Specialist requirements. The interdepartmental design of the project will involve three related service training programs at Case Western Reserve University. Trainees will complete a minimum of 15 semester hours of coursework as well as intensive field-based training to fulfill the competencies established by the Ohio Early Intervention (Part C) Comprehensive System for Personnel Development committee. Trainees will complete a minimum of 600 clock hours of supervised field-based training at community-based early intervention/early childhood services sites. Internships will provide hands-on experiences regarding the application of information acquired through formal coursework. Trainees will integrate their early intervention specialization coursework into graduate degree and licensure programs in social work, speech pathology, and nursing.

Grant Number: H325A020113

Early Childhood and Developmental Risk: An Interdisciplinary Teacher Preparation Program in Psychology, Early Childhood and Early Childhood Special Education

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Beginning Date: 8/01/02
Ending Date: 7/31/07

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Purpose: This interdisciplinary teacher preparation program will integrate developmental psychology, early childhood education, and early childhood special education to produce graduates to staff and lead educational programs that serve children birth through age eight with a range of risk and disability conditions, including children with low-incidence disabilities, mild disabilities, and typically developing children.

Method: The five-year program will train 16 students each year for a total of 80 graduates. Upon completion of the program, students will earn a bachelor's degree in psychology and a master's degree in education. Graduates of the program will be certified to teach children with low-incidence disabilities in the general education early childhood curriculum. They are likely to be employed by public schools, Head Start programs, early intervention programs, and a range of other service providers. The program consists of a sequence of courses and practica including: 1) knowledge of child development; 2) appropriate assessment and intervention techniques for young children; 3) family-focused and culturally responsive services, and 4) the collaborative skills required to work with other professionals in related fields. Additionally the program includes a strong focus on the specialized skills necessary for working with children with low-incidence disabilities such as: 1) the use of augmentative and alternative communication methods; 2) positioning, handling, and self-care techniques; 3) the development of positive behavioral support programs; 4) the development of functional and age-appropriate individualized education programs; and 5) the use of specialized assessment and intervention strategies. Practicum experiences will occur simultaneously with coursework, so that students are continually applying knowledge gained in coursework and developing competencies through real life experiences.

Grant Number: H325A020117

Preparing Diverse Teachers of Young Deaf and Hard of Hearing Children: Two Program Options

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Beginning Date: 7/01/02
Ending Date: 6/30/07

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Purpose: This project will train teachers of young, culturally diverse deaf and hard-of-hearing children and their families by providing tuition stipends to sixty culturally and linguistically diverse graduate-level candidates over a five-year period. Forty candidates will complete a one-year intensive Master's degree program with a deaf and hard-of-hearing credential and twenty candidates will complete a distance education Master's and credential program.

Method: All candidates will obtain a solid foundation in parent-infant and early childhood education, emphasizing family-centered early intervention. Candidates will develop the expertise to teach the rapidly increasing number of children with cochlear implants and other assistive amplification devices. The program of study will emphasize service to families of diverse cultural, linguistic, and socioeconomic backgrounds, and parents will assist in program implementation and course design. A majority of candidates will themselves be members of traditionally underrepresented groups or persons with disabilities.

Grant Number: H325A020119

"Home-Grown Teachers:" Hispanic Teachers for Hispanic Deaf Children in Texas and in the Nation

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Beginning Date: 9/01/02
Ending Date: 8/31/07

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Purpose: The Hispanic Deaf Project (HDP) addresses a national shortage of teachers, particularly those who are deaf and/or are from Hispanic backgrounds. Current programs in Texas recruit teachers from out of state to work in predominantly Hispanic schools, but most of these teachers leave after two years of teaching. The "home-grown" component will train teachers in their hometown via Web-based, videoconferencing, and summer courses. Today 20% of deaf children have Hispanic heritage and come from Spanish-speaking homes; therefore, it is critical to train Hispanic teachers.

Method: Lamar University will train 50 Hispanic teachers of the deaf and will graduate, with master's degrees and teacher certification, 34 teachers of the deaf by the end of the project. Participants will be recruited from those areas of Texas that have a high concentration of Mexican-Americans. To be admitted, applicants must be fluent in Spanish and familiar with Hispanic cultures. It is expected that most program participants will come from Hispanic families, but the program will not preclude enrollment of non-Hispanic participants who are fluent in Spanish and familiar with Hispanic cultures. The program will increase the quality of deaf education teacher preparation by incorporating more training relating to Hispanic culture, multicultural issues, and educational technology. The program will also develop CD-ROM and Web-based educational materials and distance learning packages.

Grant Number: H325A020124

Teachers of Children with Visual Impairments for Underserved

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Beginning Date: 9/16/02
Ending Date: 9/15/07

OSEP Contact: Glinda Hill
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Purpose: The critical shortage of teachers of students with visual impairments (TVIs) is well-documented and has been a chronic problem for school systems, especially in rural areas of the country. In response to the documented critical national shortage, Portland State University will shift its delivery services to a distance learning model, in order to provide states without teacher preparation programs and individuals without access to a local program the ability to access quality training, thus alleviating shortages of qualified staff.

Method: Portland State University's distance learning model consists of a required eight-week summer session on campus, Web-based and CD-ROM instruction, shared Web resources with other university programs, and on-site supervision and mentoring in the students' home communities. Approximately 75 masters-level students will be supported by this project.

84.325B
Training Center in Early Intervention for Infants and Toddlers Who Have Visual Impairments Including Blindness

Grant Number: H325B000003

Early Intervention Training Center for Infants and Toddlers Who Have Visual Impairments/Blindness

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Beginning Date: 1/01/00
Ending Date: 12/31/05

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Purpose: The aim of this five-year project is to develop resources that build the capacity of institutions of higher education (IHE) to train personnel at the preservice level to serve infants and toddlers who have visual impairments/blindness (VI) and their families.

Method: In partnership with faculty, families, and consumers, the project will develop nine interactive multimedia training content modules that will also be useful for faculty who train early interventionists, child development specialists, speech/language pathologists, occupational therapists, physical therapists, and physicians (pediatrics and ophthalmology). Parent information, resource, and training centers and families will be able to use these resources. Modules will be accessible via the Internet, culturally and linguistically appropriate, and produced in multiple formats including Braille and disks. In collaboration with faculty, the project will develop options for using the modules and a technical assistance plan. Modules may be used for self-directed individual instruction. Faculty may choose to use video clips from the modules as part of classes. Content from the modules may be infused into existing courses, used for summer institutes or semester-long classes, or in distance learning courses.

Products: The project's World Wide Web site and Internet component will facilitate and support module development and implementation, collaboration among partners, and dissemination and evaluation activities.

84.325C
Training Center in Early Intervention for Infants and Toddlers Who Have Hearing Impairments Including Deafness

Grant Number: H325C000007

Center for Early Intervention Professionals in Hearing Impairment, Including Deafness

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Beginning Date: 1/01/01
Ending Date: 12/31/05

Purpose: The focus of the Center for Early Intervention Professionals in Hearing Impairment, Including Deafness (CEIP-HID) is to alleviate the poor achievement results of children who have hearing impairments, by ensuring that preservice professionals develop the skills and competencies to meet the unique needs of infants and toddlers with hearing impairments.

Method: The center will develop and field-test empirical Web-based preservice training modules in best practices in early intervention for infants and toddlers with hearing impairments (including deafness) and their families. The modules will be disseminated to university programs preparing personnel to work with infants and toddlers who have hearing impairments, and to university programs preparing infant development specialists, infant special educators, social workers, speech-language pathologists, audiologists, nurses, occupational therapists, physical therapists, parent educators, psychologists, counselors, interpreters, and transliterators. A conceptual framework that integrates developmental, comprehensive, transdisciplinary, family-focused, and transactional perspectives permeates each project objective. Professionals in hearing impairment, early childhood education, and related early intervention service provision will be equipped with competencies to engage in appropriate, state-of-the-art best practices to address the specialized needs of infants and toddlers who have hearing impairments and their families so that their linguistic, cognitive, and social development will parallel those of children who do not have hearing impairments. The project will develop a program of study that focuses on the acquisition of professional competencies in the areas of developmental, communication, social, conceptual, cultural, medical, and technological needs of infants and toddlers.

Products: The project will mitigate the disparity of achievement gaps between individuals with hearing and hearing impairments. The project will develop, field-test, and disseminate empirical Web-based modules in early intervention for preservice professionals who serve infants and toddlers with hearing impairments, and will establish an ongoing center to provide training via onsite education, distance education, and consultative mentoring leading to competency-based nationally recognized specialist certification in early intervention.

84.325D
PREPARATION OF LEADERSHIP PERSONNEL

Grant Number: H325D990008

Doctoral Training Program for Special Education Administrators to Serve Minority Students with Disabilities

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Beginning Date: 6/01/99
Ending Date: 5/31/03

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Purpose: This project of Arizona State University will provide an interdisciplinary leadership program for preparing administrators of special education services with specific expertise in special and general education administration and cultural and linguistic differences.

Method: The project will prepare 12 doctoral-level special education administrative leaders with interdisciplinary training in special and general education to serve culturally and linguistically diverse students with disabilities. It will recruit leadership personnel from underrepresented groups.

Grant Number: H325D990009

Special Education Leadership in Interagency Collaboration (SELIC)

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: The Special Education Leadership in Interagency Collaboration (SELIC) program will be jointly conducted by Texas A & M's special education and educational administration programs in the College of Education, in cooperation with the state education agency. Together, these three groups will provide a program to focus on preparing special education administrators with a specialty in community-based service for families and children. The conceptual model depicts collaborative training by the three groups, SELIC's community-based focus, and the goal of interagency integration to meet the multiple needs of children and families.

Method: SELIC will enroll 24 students per year and will graduate approximately seven to eight students per year, after the initial start-up period. Project graduates will be certified to fill field leadership positions in both general and special education. The three governing entities will offer respective strengths to the program: training in administration and qualitative research; core special education training; interagency collaboration

expertise from experienced special education administrators; and technical support, monitoring, and training for the region's teachers, administrators, and specialists. The program will involve extensive, continuous field involvement and training in quality practicum sites; learning from and along side practicing professionals (including those in rural districts); technology as a delivery tool to overcome obstacles of time and distance; and training on the new mandates of IDEA 97.

Grant Number: H325D990010

The University of Nebraska School Psychology Leadership Specialization in Home-School Consultation and Support for Students with SED

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: This project will prepare doctoral-level school psychologists to enhance services for children with behavioral and emotional disabilities in the regular classroom. Its focus is on using validated, innovative approaches to training to promote the preparation of preservice related services personnel. Strategies are included for enhancing the recruitment efforts of underrepresented groups.

Method: The project will develop a home-school consultation/severe emotional disturbance specialization in the school psychology program at the University of Nebraska. Specifically, the consultation specialization will emphasize "conjoint behavioral consultation," which coordinates services delivered by school psychologists, parents, general and special education teachers, and administrators and additional staff. This four-year project will recruit and train six school psychology graduate students per year, who will work with parents and teachers of children with SED in the regular classroom.

Grant Number: H325D990014

Leaders for a Shared Responsibility: Preparing Educational Specialists for System Change and Multi-Agency Service Coordination to Improve Career Preparation and Transition Outcomes for Individuals with Disabilities

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Beginning Date: 8/01/99
Ending Date: 7/31/03

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Purpose: This project will prepare educational specialists for system change and multi-agency service coordination, in order to improve career preparation and transition outcomes for individuals with disabilities. It represents a new configuration and relationship among special education, regular education, rehabilitation and

counseling, and human services programs within George Washington University. Faculty from these programs will form an interdisciplinary advisory team to direct the project and guide the development of the leadership trainees.

Method: The 36-hour curriculum content for 38 leadership students is focused on the development of a comprehensive picture of education, career/employment preparation, and transition service delivery for youth, ages 14-22. The curriculum integrates the roles of relevant agencies; begins in middle and early secondary education; and includes career preparation and decision making, transition and postsecondary planning, and engagement with community-based support services, system change, and professional development. Participants will develop competencies in the following areas: service coordination, capacity building in collaboration and system change in secondary education and transition, inservice professional development, and increasing the enrollment and participation of underrepresented students.

Grant Number: H325D990023

Early Childhood Special Education Leadership Training: Research, Multidisciplinary Knowledge and Teacher Preparation

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: This project will train doctoral students in Early Childhood Special Education (ECSE) to assume leadership positions as university instructors, researchers, and program directors.

Method: The program will support ten full-time doctoral students, including four students from diverse backgrounds. The ten trainees will be supported by the program during the first two years of their enrollment in the doctoral program, when they will be completing their course work and their teaching/supervision apprenticeship. During two months in the summer, and the third and fourth years of their program, trainees will be funded as research assistants on ongoing projects while they complete their research training and complete written requirements for the doctoral program. By the end of the project, trainees will have acquired: 1) interdisciplinary knowledge of early development, intervention, and education; 2) expertise in conducting, critically analyzing, and applying research related to young children with disabilities and their families; and 3) specific skills for preparing personnel for emerging roles in ECSE. Graduates of the program will be able to initiate and maintain a program of research in ECSE, to translate research into practice, to establish training programs for ECSE teachers, and to develop, support, and advise ECSE programs.

Grant Number: H325D990024

Project FLITE: Florida Leadership in Inquiry and Teacher Education

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: Project FLITE builds on existing programs, partnerships, and structures in the Department of Special Education and the Department of Instruction and Curriculum at the University of Florida and in surrounding public schools to provide doctoral-level preparation for leaders in unified preservice and inservice teacher education. Project FLITE is intended to become institutionalized as an option for doctoral students desiring to work in unified teacher education programs.

Method: Project FLITE is structured so that students can specialize in disability areas as well as in content areas and learn to collaborate with colleagues to share expertise. Graduates of the program will be able to provide leadership in collaborative teacher education programs, prepare preservice and inservice teachers with a focus on access to the general education curriculum, and conduct and disseminate research on unified teacher education and inclusive classroom practices. Competencies will be developed in: (1) inclusive classroom practices that represent a synthesis of research-based general and special education practices, (2) teacher education pedagogy, (3) professional collaboration, and (4) research and scholarship. Doctoral students will also be trained to assist preservice and inservice teachers to bridge the research-to-practice gap.

Grant Number: H325D990029

Program to Help Doctoral Student Recruitment, Preparation, and Retention

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Beginning Date: 8/15/99
Ending Date: 8/14/03

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Purpose: The Pennsylvania State University's Program to Help Doctoral Student Recruitment, Preparation, and Retention expands upon the leadership training efforts of special education faculty in the university to recruit and prepare doctoral-level individuals. It builds on an existing, highly ranked program and responds to research-identified barriers by including a number of "barrier elimination" elements for those who have an expressed goal to become faculty members but who need additional supports. The program targets individuals who show promise for such careers and incorporates mentorship models to afford participants social-emotional support and opportunities for professional socialization.

Method: The project will recruit, enroll, and provide financial assistance to qualified students; develop, implement, and manage an exemplary program that incorporates best practices for preparing leadership professionals; provide supports to retain these students; and produce graduates who will move into faculty positions and meet

or exceed expectations in those environments. The training model contains components of teaching, writing/research, scholarship, service, development of professional knowledge, and other areas of competence development.

Grant Number: H325D990035

University of Nebraska's Leadership Program in Emotional and Behavioral Disorders

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Beginning Date: 8/16/99
Ending Date: 8/15/03

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Purpose: This leadership training project will prepare a cadre of eight individuals (two cohorts of four students each) to assume leadership positions in the education of children with emotional and behavioral disorders (EBD). Key features of the program are mastery of competencies, extensive field experience, a sound instructional model, and comprehensive doctoral coursework.

Method: The doctoral students will master four major competencies (teacher training, applied research, interagency collaboration, and law and policy) built around 71 specific activity areas needed for leadership in the education of students with EBD. The extensive field experiences are provided through internships in ongoing research projects and local and state education and human service agencies. The instructional model includes modeling and demonstration, supervised practice, and independent practice, all under the tutelage of competent university faculty. Students are required to enroll in courses in special education, school psychology, education administration, and research and statistics.

Grant Number: H325D990037

Leadership Training: Research in Childhood Deafness

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Beginning Date: 8/01/99
Ending Date: 7/31/03

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Purpose: This project of the University of Colorado will train five doctoral students in the area of childhood deafness. Training will focus on leadership in research, teaching, and working with professionals who provide direct services. Candidates for the program will have an extensive background in deafness, language, teaching parent-child interaction, or other areas relevant to childhood deafness.

Method: The program will implement innovative strategies to recruit and retain high-quality students who are deaf or who can sign fluently. Students will be prepared to begin independent research careers, to be leaders in

their areas of interest, and to be teachers of students in preservice training. Training will consist of teaching and field-based practica. Doctoral trainees will be expected to participate in a research project each semester during the program.

Grant Number: H325D990038

Doctoral Training Program for Personnel Preparing for Careers with Children and Youth with Emotional/Behavioral Disorders, Autism-Related Disorders, and Students At-Risk for Significant Negative Consequences Related to Disciplinary Referrals and Policies

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Beginning Date: 8/15/99
Ending Date: 8/14/03

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Purpose: This University of Kansas project will prepare leadership personnel in fields related to the education of children and youth with emotional/behavioral disorders (E/BD) or autism-related disorders (ARD), and students whose behavioral and social deficits and excesses (BSDE) make them vulnerable to significant negative consequences related to disciplinary policies.

Method: The leadership program will combine generic doctoral training in special education with specialty work in the areas of E/BD, ARD, and BSDE. Areas of focus will be special education generalists and leadership personnel who specialize in areas of high demand and where schools have experienced staffing and training difficulties.

Grant Number: H325D990052

Borderwalking Interdisciplinary Multicultural Doctoral Program

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Beginning Date: 7/01/99
Ending Date: 6/30/03

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Purpose: The Borderwalking Multicultural Special Education Doctoral Program at New Mexico State University will prepare ten doctoral-level personnel to administer, enhance, or provide services to children with disabilities, by providing interdisciplinary training in multicultural special education and a cognate field. Cognate areas include bilingual school psychology, bilingual communication disorders, counseling, and educational administration.

Method: The four-year project will recruit primarily Hispanic and Native American trainees and will prepare them through interdisciplinary programs with a sound research base to better address the needs of culturally and linguistically diverse children and youth with disabilities.

Grant Number: H325D990060

Educational Policy, Planning, and Leadership Preparation for Collaborative Service Delivery

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Beginning Date: 7/01/99
Ending Date: 6/30/03

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Purpose: This leadership preparation project of the College of William and Mary will recruit, enroll, and support highly qualified and culturally diverse doctoral students who are capable of completing a competency-based program in leadership for collaborative service delivery. It will implement a comprehensive leadership preparation program to ensure proficiency in competencies essential to effective planning, implementing, and evaluating of programs for students with disabilities in more inclusive settings.

Method: Over four years, 15 doctoral students will be trained in educational policy, planning, and leadership with an emphasis on special education administration and collaborative service delivery, through cooperative planning, coursework, and program advisement among faculty and students in general and special education administration. Extensive clinical and field-based experiences will help ensure relevant application of administrative theory, research, and evaluation practices. Students will develop cultural competency to address challenges for educating students with disabilities in urban settings, and recruitment efforts will be coordinated with appropriate institutions and agencies to increase representation of people of color and individuals with disabilities in special education administration.

Grant Number: H325D990062

Leadership for School Improvement in Urban Settings

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Beginning Date: 8/01/99
Ending Date: 7/31/03

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Purpose: The purpose of this project is to develop a cooperative relationship among an institution of higher education, state education agency, and local education agency to prepare nine doctoral-level special education personnel (including four trainees from traditionally underrepresented groups) who will demonstrate the following: 1) a broad knowledge base of best practices for students with diverse abilities; 2) the ability to conceptualize, administer, and disseminate research efforts; 3) the ability to provide leadership to stakeholders involved in special education service delivery; and 4) proficiency in designing preservice and inservice training and consultation activities, ultimately serving as much-needed liaisons between institutions of higher education and local education agencies (LEAs).

Method: Students will be related services personnel employed by Baltimore/Washington area school districts who meet the minimum criteria of holding a masters degree and having at least three years of experience in the delivery of services to special education students. As part of the cooperative arrangement with LEAs, each student will engage in applied research and internship activities. Extending over a period of four years, the students will complete an 84-credit post-masters competency-based program that includes 18 credits of research/program evaluation courses, 12 credits of seminars, 12 credits of internship, and 12 credits of dissertation research. Graduates of the program will be eligible for Maryland certification in administration and supervision.

Grant Number: H325D990064

Enhancing Accessibility/Reducing The Shortage of Doctoral-Level College/University Faculty/Scholars in Speech-Language Pathology and Audiology: A Cost Sharing Approach

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Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Robert Gilmore
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Purpose: This project will recruit and prepare 18 minority and non-minority doctoral-level students in speech-language pathology and audiology who have as their professional goal to become college/university educators of future speech language pathologists and audiologists, and who will become scholars/leaders in this field.

Method: This project will be carried out through the Ph.D. Program in Communicative Disorders and Sciences at Wichita State University, in order to reduce the serious national shortage of doctoral-level faculty/scholars who are available or willing to be hired in college and university preparatory programs in speech-language pathology and audiology. A Clinical Research Mentorship Program will be developed for the doctoral students in addition to their doctoral dissertation to immerse them in scholarly pursuits beginning the first semester of their doctoral program rather than just at the time of their doctoral dissertation.

Grant Number: H325D990069

Building-Level Special Education Leadership: Preparing School Principals in IDEA Implementation and Alignment with Standards-Based, School Unification, and Full-Service School Reform Efforts

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Beginning Date: 7/01/99
Ending Date: 6/30/03

OSEP Contact: Robert Gilmore
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Purpose: The ultimate goal of this project is to increase the quantity of and improve the quality of building-level leadership personnel to administer and enhance the provision of educational, social, and health services for individuals with disabilities and their parents. The project will provide interdisciplinary special education doctoral training for school principals to function as principal-scholars and disability-rights advocates.

Method: The specific objectives of the project are to: 1) recruit, screen, and admit five doctoral program participants; 2) develop new courses and a reference library of key professional literature to support the training activities of program participants and faculty; 3) identify and develop program-relevant fieldwork and internship sites; 4) evaluate student competencies and program outcomes; and 5) place all doctoral graduates in building-level leadership positions in local education agencies.

Grant Number: H325D990073

Preparation of Leadership Personnel in Special Education and Disability Policy

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Beginning Date: 7/01/99
Ending Date: 6/30/03

OSEP Contact: Robert Gilmore
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Purpose: This project of the University of Massachusetts in Boston and the Institute for Community Inclusion will establish a concentration in leadership in special education services and disability policy in both the Doctoral Study in Leadership in Urban Schools program and the Ph.D. in Public Policy Programs. Three institutes at the university that address the needs of minority communities in the local urban area will be involved in the program, and the doctoral studies programs will have more than 40% of the students from underrepresented communities.

Method: Courses will address the many changes in special education policy and practice, with internships providing opportunities for students to develop skills in design, implementation, management, and analysis of programs and systems of special education and support for children and youth with disabilities. The outcomes of the project include training of 20 students over four years, with a concentration in special education service and disability policy and the development of substantive projects addressing policy and practice in special and general education, education reform, and transition and service integration.

Grant Number: H325D990075

Linkages: Training Special Education Administrators to Meet the Changing Needs of Children and Youth with Disabilities from Diverse Backgrounds

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Beginning Date: 7/01/99
Ending Date: 6/30/03

OSEP Contact: Robert Gilmore
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Purpose: This training program will provide students desiring to become leaders in special education administration with integrated training in general education and special education administration, recognizing the need to create unified districts and schools. In addition, a special emphasis will be placed on the skills necessary for special education administrators to effectively address increasingly complex demands in the field amidst the increasing diversity of students with disabilities.

Method: Each student participating in the program will be required to complete three practicum/internship experiences at two of four available levels: local education agency, IEA, state education agency, and federal. Another unique aspect of this training program is that it will provide students with training in both categorical and non-categorical experiences by providing sites in different states, Massachusetts (a non-categorical state), Nevada (a categorical state), and New York (a categorical state). The project will prepare administrators of special education to deliver effective services to students with disabilities from diverse backgrounds and will train administrators to create effective linkages between general and special education.

Grant Number: H325D990076

Project PASAR: Providing Access to Standards-Based Assessments and Requirements

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Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Robert Gilmore
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Purpose: This leadership training program at the University of Oregon is intended to increase the number of graduates in positions of leadership who can affect the assessment of students with disabilities, particularly in relation to the issues of: large-scale tests; accommodations; and reporting of outcomes. By better preparing educational leaders, the project will raise the quality of standards-based assessments and the resulting decision-making process.

Method: The project will address standards-based assessments, performance assessments, standard setting, opportunity to learn, and test modification-accommodations. The leadership program will train 14 graduate students at the doctoral level to take on leadership roles in practica and in research. Trainees will be immersed in a

program characterized by long-term faculty-mentor relationships; provision of necessary structure and guidance in how to conduct research, how to engage in teaching, and how to complete service activities focused on assessment; and aimed at coordination of special and general education programs.

Grant Number: H325D000004

Preparation of Interdisciplinary Early Intervention Leadership Personnel

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Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: Robert Gilmore
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Purpose: This project will prepare doctoral-level personnel to assume leadership roles in the field of early intervention.

Method: Students will enter the program with a master's degree and previous discipline preparation in speech-language pathology, early childhood education, special education, or child development and family studies. The project design includes a comprehensive, interdisciplinary, practice-based leadership training experience to prepare a total of eight early intervention scientist-practitioners over the four years of the project. A combination of intensive community apprenticeships coupled with innovative university coursework and activities will prepare program graduates for leadership positions in institutions of higher education. All students will gain a thorough knowledge foundation and advanced skill in early intervention practice, supervision, mentoring, and the design and implementation of practice-relevant research. Individualized enhancements in each of these areas are available to match with students' individual applied research interests. The project represents a university and community effort that includes faculty from various departments and colleges of Arizona State University, the state agency (Department of Economic Security) responsible for the Federal Part C Program for Infants and Toddlers, a large regional human services agency (Southwest Human Development), and Desert Samaritan Hospital.

Grant Number: H325D000006

Preparation of Leadership Personnel in Emotional/Behavioral Disorders with Emphasis on Underrepresented Populations, Developing Partnerships & Technology

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Beginning Date: 8/15/00
Ending Date: 8/14/04

OSEP Contact: Robert Gilmore
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Purpose: This project will assist in meeting the critical shortage of leadership personnel in special education, specifically personnel to work with students with emotional/behavioral disorders (E/BD), with an emphasis on preparing underrepresented populations (i.e., African-Americans, Disabled, Hispanics, Women). The project will also work to develop partnerships and to develop trainees' understanding of technology. Depending on the

terminal goals of the student and previous training and experience, it is expected that graduates of this program will be qualified to assume leadership roles as faculty members in colleges/universities, consultants to or supervisors of specialized programs, leaders in community and government agencies that address the needs of students with disabilities, and other similar roles.

Method: The doctoral leadership program utilizes a "mentorship" model, and in addition to the emphasis on increasing knowledge and understanding of academic areas related to the terminal goals of the student, the program has a strong emphasis on 1) understanding the practical applications of research and technology (e.g., distance learning formats); 2) developing effective partnerships which will enhance the evolving relationship between general and special education (e.g., inclusion) and broaden the potential for establishing "systems of care" for students with E/BD; 3) enhancing cultural competence; 4) developing teaching and supervisory skills; 5) developing networks that will enhance the effectiveness of students when they leave the program and sustain them in the profession; and 6) increasing personal/professional skills by becoming immersed in the profession through involvement with professional associations, governmental agencies, community agencies, parent groups, and others.

Grant Number: H325D000014

Preparation of Leadership Personnel: Audiology, Hearing Loss and the High Risk Infant

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Beginning Date: 7/01/00
Ending Date: 6/30/04

OSEP Contact: Robert Gilmore
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Purpose: This project responds to the continuing need for leadership training of administrators, teacher/investigators, and researchers who are concerned with children at risk for auditory disabilities, especially those children with autism spectrum disabilities. This program will prepare six doctoral-level graduates over a four-year period with specialized training on children at risk for hearing problems—especially autism spectrum disorders—and issues concerned with early amplification and outcome and efficacy assessment in clinical care.

Method: Resources from four departments at Vanderbilt University will be utilized to provide graduate students with a comprehensive training program: Special Education, Pediatrics, Psychology, and Hearing and Speech Sciences. The Department of Hearing and Speech Sciences will serve as the host department and the Vanderbilt Bill Wilkerson Center will be the primary resource for student practicum. Graduates from this program will be able to take positions of leadership in colleges and universities, clinics, hospitals, educational facilities, and state/federal agencies.

Grant Number: H325D000023

Transition Leadership Action: Doctoral Training through Partnerships with Transition Stakeholders and Institutions of Higher Education

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Beginning Date: 9/01/00
Ending Date: 8/31/04

OSEP Contact: Robert Gilmore
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Purpose: This project will address three important needs in the preparation of leaders in secondary special education: 1) the need for new doctoral student recruitment and placement strategies; 2) the need for leaders who can translate research into practice through interdisciplinary approaches; and 3) the need for special and regular educators who can collaboratively implement transition and school reform. To address this need, the project will support and train 12 special education doctoral students and cross-train 10 regular education doctoral students to become leaders in inclusionary and interdisciplinary transition research and personnel development.

Method: The Center for Innovation in Transition and Employment and the special and regular education programs of Kent State University will provide an action research-oriented doctoral training program using an interdisciplinary curriculum and a network of policy, advocacy, planning, systems change, and exemplary practice implementation activities. This project introduces two innovations that will address current and critical issues related to the supply of special education leaders and of leaders who can collaboratively address transition and school reform mandates in the IDEA of 1997, the School to Work Opportunities Act, and Goals 2000: Educate America. The first innovation is the cross-training and field placement of doctoral students from regular and special education who will participate in joint seminars addressing transition and school reform and in joint field practice and research. The second innovation is the development of a consortium of transition higher education programs willing to establish a collaborative framework to improve placement of participants in university faculty positions. Through higher education partnerships, the project will recruit, train, and place special education and regular education doctoral leadership participants. Collaborative, research, and teaching competencies will be developed through interdisciplinary course work and field activities. Leadership and scholarship competencies in transition will be developed through the doctoral dissertation. The project will also develop the capacity to disseminate and replicate successful personnel development practices regionally and nationally.

Grant Number: H325D000026

Leadership Training in Low-Incidence Disabilities: Integrating Research to Practice

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Beginning Date: 9/01/00
Ending Date: 8/31/04

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Purpose: This project incorporates an innovative approach to training leadership personnel in the area of low-incidence disabilities by addressing four needs: 1) increase capacity for conducting intervention research that

improves student outcomes and bridges the research-to-practice gap; 2) forge stronger partnerships between colleges/universities and public schools; 3) prepare leadership personnel from diverse backgrounds to work effectively in developing and supporting programs for students in inclusive settings; and 4) prepare prospective college/university special education faculty and LEA/SEA administrators of diverse backgrounds in these three areas.

Method: To address these needs, the project will add five features to a strong doctoral program. The project will aggressively recruit a total of 10 high-quality students. Recruitment will include cooperation with historically black colleges/universities in Nashville and the New Alliance Project regional network. The project will also build strong partnerships with local schools, school districts, and the Tennessee SEA to develop research, teaching, and policy-making internships, including partnerships that will facilitate cross-cultural understanding and competence. Doctoral students' learning experiences will emphasize collaborative efforts with general educators to teach students with low-incidence disabilities. Trainees will participate in special monthly seminars on research, teacher training, and policy-making that bridges the research-to-practice gap. An advisory board comprised of a broad range of stakeholders will ensure that activities produce special educators who can satisfy demands for bridging the research-to-practice gap for students with low-incidence disabilities.

Grant Number: H325D000029

Preparation of Leadership Personnel in Multicultural Communication Sciences and Disorders

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Beginning Date: 7/15/00
Ending Date: 7/14/04

OSEP Contact: Robert Gilmore
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Purpose: The primary goal of this project is to increase the number of leadership personnel trained at the doctoral level in the area of multicultural communication sciences and disorders (CSD). There is a critical shortage of doctoral-level personnel in all areas of CSD, but the shortage is most acute for personnel (particularly individuals from minority backgrounds) to train service providers for culturally diverse populations of school children. Leadership personnel with multicultural expertise are needed to conduct research, assume faculty positions, and serve as administrators of programs.

Method: The objectives of this project are: 1) to recruit students, especially those from minority backgrounds, who will complete the doctoral program with a multicultural emphasis in CSD; 2) to develop the necessary skills for doctoral students with multicultural issues in CSD; 3) to develop the necessary skills of doctoral students to become expert teachers of multicultural students in preservice university programs; and 4) to assist doctoral students in developing inservice training for practitioners in the field who provide services to children from diverse cultural backgrounds. The project has several unique features: 1) a mentor-based research focus on multicultural issues; 2) an existing program in the department that prepares master's level bilingual speech-language pathologists and audiologists; 3) an interdisciplinary curriculum in language and culture; 4) a focused plan to develop teaching effectiveness; and 5) two minority faculty members and a minority professional staff member with expertise in communication disorders of multicultural populations. The project will yield a significant increase in the number of scholars in multicultural communication sciences and disorders.

Grant Number: H325D000032

Interdisciplinary Leadership Program: Preparing Personnel To Be Cross-Culturally Competent

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Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: Robert Gilmore
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Purpose: This project supports the preparation of highly trained, culturally competent professionals who can create and facilitate a collaborative environment and provide leadership within systems, personnel preparation, and research.

Method: The program is interdisciplinary, community-based, family-centered, competency-based, and portfolio driven. Doctoral-level training will be conducted with students in the fields of early intervention (children from birth to five) and school psychology. Trainees from these disciplines will participate in three joint seminars throughout the year. The seminars will include Cross-Cultural Competence, Team Leadership, and Research to Practice in Early Intervention/Early Childhood. These content areas will be taught via seminars, but also infused and practiced throughout the year-long internship. Doctoral students will earn one of the following: Special Education doctoral degree in early intervention (with an area of emphasis in early childhood); Curriculum and Instruction doctoral degree in early childhood (with an area of emphasis in early intervention); doctoral degree in School Psychology with an area of emphasis in early intervention/early childhood. Faculty from the University of New Orleans, Louisiana State University Health Sciences Center, and the Louisiana University Affiliated Program will work together to develop, implement, and evaluate the training program. Trainees will be prepared to assume leadership positions within universities, systems of health care and education, and other organizations/programs providing services for young children (both with and without disabilities) and their families.

Grant Number: H325D000034

Post-Doctoral Leadership Training Program in Intervention Research for Culturally/Linguistically Diverse Students with Disabilities

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Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: Robert Gilmore
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Purpose: This project will work to reduce the shortage of both minority and non-minority research leaders in special education — leaders with high-level expertise in the education, treatment, and care of culturally/linguistically diverse (CLD) children.

Method: Research training will focus on the current knowledge concerning appropriate, effective instructional interventions for CLD and non-CLD students with disabilities in urban school settings. About 16 special education professionals will complete a one- or two-year post-doctoral experience at the Juniper Gardens Children's Project (JGCP) at the University of Kansas. Associates will be recent doctoral degree recipients, university faculty members, researchers, or LEA/SEA/Federal agency staff, whose professional activities directly impact the education of urban CLD children. This project addresses national personnel needs, including: 1) shortages in underrepresented groups including minorities and persons with disabilities; 2) preparation of professionals who will plan, propose, conduct, review, fund, evaluate, and administer special education research; 3) preparation of professionals who will translate research into practice; and 4) preparation of professionals who will train teachers who serve CLD children with disabilities. There are several features of this project: 1) nine new additions to the portfolio of ongoing research projects that provide a broader context related to culturally/linguistically diverse populations; 2) updated competencies (CLD research topics, technology, sustainability, and research to practice) and multiple competency domains such as effective practices, environmental assessment and analysis, intervention research designs appropriate to the analysis of growth/change in performance, computer and information technology applications, research communications, and experiences conducting research; 3) understanding of the implications of recent policies (e.g., IDEA 1997, ESEA reauthorization); 4) improvement of research experiences, course offerings, media/materials that cross-cut conditions of disability, risk, cultural/linguistic diversity, life span, interventions, and settings; and 5) a larger and more diverse mentoring research faculty.

Grant Number: H325D000038

Preparing Doctoral Level School Psychologists for Leadership Roles with Students Who Have Autism and Other Severe Disabilities

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Beginning Date: 8/01/00
Ending Date: 7/30/04

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Purpose: The purpose of this project is to provide intensive preservice training to school psychology doctoral students in the area of autism and prepare graduates for other conditions that occur infrequently but have serious impacts on learning and development (e.g. developmental language disorders, intellectual disabilities, and traumatic brain injuries).

Method: The intensive curriculum will include specialized courses and seminars and supervised practica on and off campus. Leadership training will be emphasized in the training curriculum to ensure that the graduate students are adequately prepared to work as consultants in school districts and agencies across the state. The importance of research skills will be highlighted so that graduates are prepared to evaluate interventions and programs that provide treatment for children and families. Courses will address specific issues for assessment, direct interventions, parent training, and consultation. A year-long leadership seminar will be conducted to ensure continuity of grant activities and coverage of a wide variety of clinical, administrative, and research topics.

Grant Number: H325D000044

Preparing Leadership to Enhance the Use of Information Technology in Special Education Personnel Preparation

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Beginning Date: 7/01/00
Ending Date: 6/30/04

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Purpose: Two main goals of this project are the following: 1) expansion of the Special Education doctoral program to include a new specialization on the use of information technologies to enhance the effectiveness and accessibility of teacher preparation in special education, and 2) intensive recruitment of well-qualified students, especially those from groups traditionally underrepresented among special education professors.

Method: The doctoral specialization addresses the need for more leadership personnel who can orchestrate effective use of information technology to enhance the effectiveness of teacher preparation programs and extend their reach into areas that have traditionally been underserved by such programs. This specialization will include general doctoral studies as well as coursework in information technology and a rotation of internships in sites that offer excellent examples of use of information technologies in teacher preparation. The goal of recruiting highly qualified students, especially those from traditionally underrepresented groups, is addressed through a set of strategies to systematically identify prospective students and reduce barriers to their enrollment in the program. The project will support 12 students over the course of four years.

Grant Number: H325D000053

University of Hawaii Ph.D. in Education, Exceptionalities Specialization

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Beginning Date: 1/01/00
Ending Date: 12/31/04

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Purpose: The Specialization in Exceptionalities is a new specialization of the Ph.D. in Education, a college-wide doctoral program at the University of Hawaii (UH) that will provide multicultural leadership training in special education.

Method: As the only special education doctoral program in the region, the Ph.D. in Education, Exceptionalities Specialization has access to a large pool of potential leaders in special education from underrepresented ethnic groups (namely Asian, Southeast Asian, Filipino, and Pacific Islander). This four-year project will recruit and train 10 doctoral trainees. Project staff will aggressively recruit and give preference to trainees with disabilities and those from underrepresented minority groups and from the Pacific Basin Region. Faculty mentors have a strong record in scholarship, grantsmanship, and personnel preparation of individuals from underrepresented minority groups. Trainees will complete a rigorous program of study requiring them to demonstrate

competencies necessary for conducting research and providing teacher preparation, with a focus on multiculturalism. College-wide requirements of the program include a research core (quantitative and qualitative competencies), cognate, internship, and dissertation. All trainees will focus on multiculturalism to fulfill their cognate requirement. Requirements of the Exceptionalities Specialization include an Exceptionalities core and demonstrated competence in an emphasis area (e.g., early childhood special education, special education for students with mild/moderate disabilities or severe disabilities, secondary/transition) as evidenced through product-outcomes (independent research study, professional presentation, manuscript submitted for publication, and college teaching).

Grant Number: H325D010002

Training Leaders in Pediatric School Psychology: Strengthening Family-School-Community Partnerships for Students with or at Risk for Emotional/Behavior Disorders

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Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Robert Gilmore
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Purpose: This project will develop pediatric school psychologists as leaders in the research and practice of strengthening linkages among school, community, and health care settings to address the needs of young children with or at risk for emotional/behavior disorders (E/BD).

Method: A total of 12 doctoral students, consisting of two cohorts of six trainees, will participate over a 2-year period to achieve competencies in five areas for students with or at risk for E/BD: 1) service delivery to preschool and school-age students; 2) design and evaluation of health promotion programs; 3) promoting family-school partnerships; 4) developing community-responsive programs; and 5) designing and evaluating academic skill interventions. In addition, students will design, evaluate, and disseminate action research related to pediatric school psychology. Trainee activities will include: coursework in areas relevant to pediatric school psychology; practica in school, community, and health care settings; and mentorship in the conducting of independent research. Upon graduation, trainees will become leaders in educational, health care, and university settings. Trainees will complete their Ph.D. in School Psychology and receive an endorsement from Lehigh University's Department of Education and Human Services indicating that they have completed a specialization in Pediatric School Psychology. They also will receive certification as a school psychologist in Pennsylvania.

Grant Number: H325D010003

American Indian Leadership Program: Doctoral Training to Administer Special Education Programs

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Beginning Date: 8/15/01
Ending Date: 8/14/05

OSEP Contact: Robert Gilmore
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Purpose: This project will provide training at the doctoral level for five American Indian/Alaskan Native students over a four-year period. The project will meet the need for preparing administrators with the necessary knowledge and skills to be effective leaders for all students, including those from culturally and linguistically diverse populations identified.

Method: Students will take special education coursework; attend seminars and conferences; and conduct research in the areas of administration, special education, and leadership. Competencies will be developed that will enable them to be special educators and/or administrators with an enhanced knowledge base in special education. Upon completion of the program, American Indian or Alaska Native individuals will be able to assume leadership positions in schools, tribes, colleges and universities, or professional organizations that provide special education services to Indian people.

Grant Number: H325D010005

Preparation of Leadership Personnel: Doctoral Training in School Psychology/Special Education and the Hispanic Child with Disabilities

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Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Robert Gilmore
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Purpose: This grant will recruit and train doctoral-level bilingual educational leadership personnel in school psychology/special education, with an emphasis on the Hispanic child with disabilities.

Method: Students will receive training in skills and competencies in special education, bilingual special education, and school psychology, particularly in the areas of assessment, educational planning, counseling, and consultation. Graduates of the training will serve as direct service providers in schools or community/state agencies serving Hispanic children with disabilities, university trainers with expertise in the Hispanic child with disabilities, and researchers developing appropriate assessment procedures and materials as well as educational strategies for Hispanic children with disabilities.

Grant Number: H325D010009

Project TALK: Training Academic Leaders with Knowledge in Communication Disabilities

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Beginning Date: 8/21/01
Ending Date: 8/20/05

OSEP Contact: Robert Gilmore
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Purpose: Project TALK will create a new program to prepare doctoral students and postdoctoral fellows in the area of communication as it applies to children and youth with disabilities. The project brings together university faculty scholars from speech-language pathology, education, special education, and rehabilitation services for the purpose of preparing knowledgeable, influential, and visionary leaders.

Method: Predoctoral and postdoctoral students will be trained to conduct research, teach, and supervise in applied settings through a collaborative, cross-departmental training model. Six competency areas will be emphasized: law and public/social policy in disability; cultural and linguistic diversity; integrated service delivery and use of natural environments in training; collaborative practices in training, research, and teaching; core knowledge of communication disability, including research, teaching, and supervisory skills; and use of technology in education and training. Five predoctoral trainees and 1 postdoctoral fellow will be funded each year. By the end of the four-year project, a minimum of eight predoctoral trainees and four postdoctoral trainees will receive leadership preparation in the fields of special education, speech-language pathology, and education. Particular effort will be directed toward recruiting trainees from traditionally underrepresented groups, including minority individuals and individuals who have disabilities.

Grant Number: H325D010016

Postdoctoral Leadership Training in Emotional and Behavioral Disorders

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Beginning Date: 8/16/01
Ending Date: 8/15/05

OSEP Contact: Robert Gilmore
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Purpose: This postdoctoral project will prepare a cadre of four individuals (two cohorts of two trainees each with a two-year program of study) to assume leadership positions in the education of children with emotional and behavioral disorders (EBD).

Method: Critical features of the project include: 1) full-time research appointment and advanced research training; 2) continuing contact between the project co-directors, other researchers, and the postdoctoral appointee; 3) field-based technical rotations and professional seminars on interagency collaboration, school-wide positive behavioral interventions and supports, and policy and law; and 4) multidisciplinary opportunities for knowledge

and skill development in areas of interest. The focus of year one is on knowledge and skill enhancement in research, interagency collaboration, policy and law analysis, and continuing education in areas of interest. The focus of year two is on implementing a programmatic line of inquiry and continued field-based technical rotations in interagency collaboration and policy and law.

Grant Number: H325D010017

Providing Leadership in Positive Behavioral Support

Project Director: Cheney, Douglas; Schwartz, Ilene; White, Owen
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Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Robert Gilmore
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Purpose: This project will prepare professionals with strong academic, practical, and research skills in positive behavior supports and competence in using these strategies with students having challenging behaviors. The doctoral students will demonstrate, through applied research in schools, collaboration with families and practitioners, and teaching, that they will be able to implement personnel preparation programs to train teachers to facilitate the participation and success of students with disabilities in the general education curriculum.

Method: Eight students will be admitted to the program and receive support toward their doctorates. Each student will work with a faculty member and complete coursework in strategies that facilitate the participation and achievement of students with disabilities in the general education curriculum and in natural environments. Students will conduct field-based research on implementing functional behavioral assessments and positive behavior support with families and practicing teachers. Students will also participate in seminars and research symposia.

Grant Number: H325D010019

Preparing Leadership Personnel: Special Education Teacher Educator/Scholars

Project Director: Wienke, Wilfred
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Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Robert Gilmore
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Purpose: This project will support a newly re-designed doctoral program which will focus on the preparation of special education teacher educator/scholars. The goal of the program is to prepare highly competent doctoral-level professionals who will assume leadership positions in preparing special education teachers and other personnel for instructional or related positions in the provision of special education and habilitation services for persons with disabilities. Graduates will be both experienced in and well qualified to assume positions in colleges and universities, local and state agencies, or other units requiring special education teacher/educators.

Method: Two cohorts of eight participants each will be recruited, for an estimated total of 16 participants completing the program. The course of studies will focus on competencies required to function effectively in special education personnel preparation or staff development roles. Graduates will demonstrate leadership-level competency in: 1) providing instruction and supervision; 2) conducting research, development, and dissemination activities; 3) providing professional service at units serving individuals with disabilities as well as government agencies and professional organizations; 4) identifying and communicating the professional knowledge base in special education policy, practice, and trends; 5) instructional and professional productivity applications using technology; 6) identifying and effectively facilitating education for underrepresented groups; and 7) identifying and effectively facilitating education for students with disabilities in higher education. Particular emphasis will be placed on: 1) refinement and implementation of procedures which will effectively lead to recruitment of doctoral students from underrepresented populations including persons from culturally and linguistically diverse groups as well as students with disabilities; and 2) procedures which will effectively recruit or involve current faculty and staff with disabilities in the implementation of the preparation program.

Grant Number: H325D010022

Partners in Doctoral Preparation: A Unified Leadership Program in Early Childhood Special Education and School Psychology

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Beginning Date: 6/01/01
Ending Date: 5/31/05

OSEP Contact: Robert Gilmore
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Purpose: In an effort to meet the supply and demand needs for future special education and school psychology faculty, this project will develop a unified leadership program in special education and school psychology emphasizing early intervention. The project will support 14 students to be trained as researchers, school leaders, and faculty in the area of personnel preparation in early intervention. Emphasis will be placed on recruitment of program participants from historically underrepresented groups, including individuals with disabilities.

Method: The program will include training in competencies identified as important to becoming an effective educator of teachers, school psychologists, and researchers with a specialization in early intervention (EI). One track will be established for doctoral students in special education who want to specialize in EI. A second track will be for doctoral students in school psychology who want to specialize in the early childhood years. Students will develop competency in four areas: 1) transdisciplinary and inclusive early intervention practices, 2) personnel preparation pedagogy, 3) professional collaboration, and 4) research and scholarship. Doctoral students will benefit from the combined relationship of the two disciplines as well as a close-working interdisciplinary relationship with the departments of Communication Disorders, Psychology, Allied Health Professionals, and Shands Teaching Hospital, the regional center for neonatal intensive care in Florida. Assistantships will be completed in college teaching of early childhood special education and school psychology courses, supervision, inservice and consultation, research design, and professional writing.

Grant Number: H325D010030

Urban Leadership in the 21st Century

Project Director: O'Connor, Rollanda; Zigmond, Naomi
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Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Robert Gilmore
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Purpose: This doctoral training program will prepare leaders for the education of students with high-incidence disabilities, with particular focus on preparation for urban, multicultural special education.

Method: Trainees will develop expertise through a series of courses, an ongoing Professional Seminar, research and teaching practica, and a set of specific competencies to be demonstrated before graduation, each of which is infused with an urban, multicultural emphasis. The training will be multidisciplinary, and graduates of the program will be prepared to provide inservice and preservice preparation for teachers of students with high-incidence disabilities; to conduct and publish scholarly research that furthers the knowledge base and improves practice; and to occupy positions of leadership at local, state, or national levels. The project's features reflect the project directors' commitment to design doctoral training that emphasizes cultural diversity, inquiry, problem solving, creativity, scholarship, and professionalism. Eight to nine doctoral candidates are expected to graduate from the training program over the four years of the grant. The project will recruit qualified students who have disabilities and/or represent minority groups.

Grant Number: H325D010031

The Ph.D. Program in Special Education at UNC Charlotte

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Beginning Date: 7/01/01
Ending Date: 6/30/05

OSEP Contact: Robert Gilmore
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Purpose: This 71-credit doctoral program will prepare students to gain expertise as leaders, researchers, teachers, and innovators in special education.

Method: Students will take doctoral seminars, additional coursework in research, and an individual specialty area. Twenty-three credits will be self-directed "research and practice" learning experiences. Program graduates will be able to: 1) generate, synthesize, and apply multiple research methodologies to address the educational requirements of individuals with special needs; 2) create educational programs using research-to-practice applications and participatory action research; 3) integrate and apply advanced knowledge about teaching; 4) design and implement professional preparation; 5) participate as a leader and advocate on behalf of individuals with special needs; 6) offer service to the profession; and 7) advance knowledge about meeting the educational requirements of individuals with special needs through research and innovation. Six full-time students and

seven "part-time intensive" students will be supported each year. Each cohort will include members of under-represented groups.

Grant Number: H325D010033

Preparation of Leadership Personnel in Emotional/Behavioral Disorders: Integrating Best Practices in Teacher Preparation and Policy Implementation across Multi-Disciplinary Frameworks

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Beginning Date: 8/15/01
Ending Date: 8/14/05

OSEP Contact: Robert Gilmore
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Purpose: This project will prepare leadership personnel at the doctoral level in the area of emotional/behavioral disorders (EBD). Leadership personnel will be trained to prepare special educators to work with students with EBD, to work within and across special and general education to effect school-wide systems of prevention and intervention for all students, to contribute to the knowledge base of empirically supported best practices, to work with personnel from non-educational disciplines to impact significant challenges, and to work with children and families from minority and culturally diverse backgrounds.

Method: This project will prepare leadership personnel to meet the needs of children and youth with chronic challenging behaviors, by recruiting, training, and placing special education leaders to deliver preservice and inservice training on effective practices for children and youth with EBD. Building on an existing program through a combination of coursework, mentoring, practica, research internships, and involvement in national and state EBD-related initiatives, it will develop a cohort of scholars to extend and disseminate the knowledge base and to work within and across special and general education to build school-wide capacity to address challenging student behavior. It will use currently strong partnerships among the university, national and state organizations that are currently implementing behavioral initiatives, and schools to provide professional opportunities for students. It will extend these opportunities beyond special education to develop a multidisciplinary view of the complex social behavioral problems that schools confront.

Grant Number: H325D010034

Research to Practice Leadership Preparation in Learning Disabilities

Project Director: Rieth, Herbert
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Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Robert Gilmore
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Purpose: This project, a collaboration among the university and various state education agencies, will develop and implement a research-to-practice leadership preparation model to prepare doctoral graduates who have the

skills and knowledge to narrow the gap between research and practice. The project will recruit and admit qualified candidates from underrepresented populations, including individuals with disabilities.

Method: Students will participate in a program plan that includes coursework and professional experiences in the areas of school-based research, teacher preparation and professional development, technology application, diversity, and system change/policy analysis. It is expected that ten students, the majority from underrepresented populations, will complete their degrees and pursue careers in education with the goals of integrating research and practice to improve the learning outcomes for students with disabilities. Further, the project will provide the opportunity to implement, evaluate, and disseminate its leadership model as well as work toward institutionalizing it at the university.

Grant Number: H325D010037

Preparing Inclusive Leaders for Schools of the 21st Century

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Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Robert Gilmore
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Purpose: The University of Northern Iowa Department of Special Education, in cooperation with the Department of Educational Leadership and the School of Health, Physical Education, and Leisure Services, will develop a doctoral program specifically designed to prepare educational leaders for administration in K-12 settings, personnel preparation, and inclusive leisure services programs. The program will focus on preparing leaders who will be able to promote new meanings about diversity, develop inclusive school cultures and instructional programs, and forge productive relationships between schools and their communities.

Method: The program in inclusive educational leadership includes four components: study of theory, skills demonstrations, repeated opportunities to practice, and self-evaluation. Doctoral students will participate in many supervised experiences in teaching others, engaging in research activities, and providing services to schools and other agencies serving youth. The program will recruit students who are skilled practitioners and have disabilities or are from underrepresented groups. A total of 30 students (10 full-time and 20 part-time) will receive the Ed.D. degree by the end of the 48-month project.

Grant Number: H325D010039

Meeting Emerging Agendas in Special Education Administration: A Collaborative Education Specialist Leadership Training Program (ESLT)

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Beginning Date: 6/01/01
Ending Date: 5/31/05

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Purpose: This project offers a new Education Specialist program structured to advance the training of administrators who are capable of meeting the diverse and complex challenges of service delivery and educational

reform. This project will support 36 administrative candidates' training to develop collaborations and partnerships situated in learning communities; forward practice at the local and regional levels; advance the agendas of special education; and incorporate policy essentials into student coursework and practice. Using principles of effective leadership and management, the project will prepare special education administrators who are capable of embracing and meeting the challenges of educating children with disabilities in inclusive settings and adept at working with culturally and linguistically diverse populations.

Method: The program will prepare special education administrators who can work as part of a collaborative effort to transform the work of schools and early intervention and early childhood systems. Two student cohorts (18 in years one and two; 18 in years three and four) will complete their degrees in two years of part-time study. Specifically, the program will: 1) offer an integrated curriculum of study including coursework in counseling, public health, educational administration, and leadership; 2) draw upon field expertise and employ case-study and action research; 3) develop leadership competencies required to ensure appropriate services for children with disabilities served in inclusive settings and to work with culturally diverse populations; 4) model and demonstrate collaborative methodologies and establish opportunities for application of effective practices with diverse populations; 5) estabish "Practice to Policy" and "Policy to Practice" internships for special education administrators; and 6) employ technology to support program goals and Ed.S. candidates' growth. The project will recruit traditionally underrepresented students, including individuals with disabilities.

Grant Number: H325D010043

University of Utah Leadership Training Program: Preparing Tomorrow's Special Education Leaders as Change Agents in Higher and Public Education

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Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Robert Gilmore
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Purpose: This project will support the preparation of doctoral graduate students through an expanded Ph.D. program in the Department of Special Education, which includes a new strand and internship program in cultural and linguistic diversity. The focus of the program is to prepare doctoral candidates who can assume leadership positions in identified shortage areas in higher education and public education.

Method: The project will focus on 10 competency strands: school reform and students with disabilities; disability law and policy; cultural and linguistic diversity; inclusive schools; transition from school; research design, methodology, and ethics; university teaching; distance education; implementing effective practices; and extramural funding. Twenty-four Ph.D. candidates (two cohorts of 12) will be prepared for leadership positions in higher education and public education. The project will implement a national recruitment plan designed to target and recruit doctoral students from historically underrepresented groups (including individuals with disabilities and members of diverse ethnic groups).

Grant Number: H325D010044

Preparation of Leadership Personnel: Training Doctoral Students to Focus on Participation and Academic Achievement

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Beginning Date: 8/15/01
Ending Date: 8/14/05

OSEP Contact: Robert Gilmore
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Purpose: This new project will recruit and train doctoral-level leaders to support the goal of ensuring access to participation and academic achievement for students with disabilities in New York State's and America's schools, through collaboration with the Syracuse City School District and the Central New York School Study Council.

Method: Eight students who have interest in education (early childhood through grade 12) of students with severe and multiple disabilities and learning disabilities will be supported annually, including individuals with disabilities and individuals from groups underrepresented in the profession at the doctoral level. The doctoral students will participate in research and program development internships in urban and rural schools where teacher shortages are greatest, to conduct research and collaborate with school leaders and teachers in improving participation and academic achievement by students with significant disabilities in the regular academic curriculum. The project will involve collaboration by university faculty in special education, early childhood education, elementary education, and secondary education to prepare doctoral students in strategies to ensure, support, and evaluate participation and academic achievement by students with disabilities in standards-based academic curriculum.

Grant Number: H325D010045

Preparation of Leadership Personnel in Early Childhood Special Education

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Beginning Date: 7/01/01
Ending Date: 6/30/05

OSEP Contact: Robert Gilmore
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Purpose: This project will prepare leadership personnel with skills in research and teacher education to assume positions in settings that include universities as well as local and state education agencies and the federal government. The project will provide a comprehensive doctoral program in early childhood special education that prepares leaders who are culturally sensitive and responsive.

Method: The doctoral program of this project incorporates intensive coursework in early childhood special education and related fields with courses in research design and methodology. The program will also include supervised research apprenticeships, development of professional writing skills, and an internship to enhance collaborative skills in varied local/state/federal settings. Graduates from this program will be qualified research consumers and generators; teacher educators who can work effectively with students from diverse populations;

experienced teachers who design, implement, and evaluate instructional content; and effective advocates for services for young children with disabilities and their families, who are prepared to interact in culturally responsive ways to the needs of culturally, economically, and ethnically diverse families.

Grant Number: H325D010050

Kansas Transition Leadership Personnel Preparation Project

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Beginning Date: 7/01/01
Ending Date: 6/30/05

OSEP Contact: Robert Gilmore
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Purpose: This project will prepare leadership personnel in secondary special education school reform and transition, meeting a need for certification of transition personnel and for the inclusion of transition-related standards for special educators to be certified to teach at the secondary school (late adolescent through young adult) level. The project will direct specific attention to the critical needs of poverty, school violence, ethnic and linguistic diversity, urban and rural schools, and students from critical populations who have experienced the least successful adult outcomes.

Method: The project will focus specific attention to critical issues by developing coursework, field experiences, and a cadre of co-teaching faculty who have expertise and personal experiences with these issues. The five doctoral students to be recruited through this project will be prepared to provide leadership in 1) facilitating culturally competent and consumer-responsive secondary school reform and transition processes; 2) facilitating development of state, federal, and national policy related to personnel preparation; and 3) enhancing national preservice capacity to prepare personnel to provide transition services.

Grant Number: H325D010063

University of South Carolina Leadership Training Program in Special Education: Promoting the Translation of Research into Practice with Children with Disabilities

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: This new personnel preparation program will focus on preparing doctoral students to translate research into practice within the general education curriculum for children who have disabilities and who are culturally and linguistically diverse. The emphasis on translating research into practice will prepare trainees to assume leadership roles in personnel preparation, applied research with children who have disabilities and who are culturally and linguistically diverse, and program and policy development.

Method: During the four years of federal support, the project will train two cohorts of 10 doctoral students in special education (i.e., 20 trainees). Program activities will include: 1) a series of four thematic doctoral seminars focused on translating research into practice in four critical areas: cross-cultural and linguistic competence, technology, functional assessment and intervention strategies, and implementation and evaluation of special education services within the general education curriculum; 2) a series of four individualized readings and research courses; 3) 20 hours per week of field-based research across two years; 4) an educational leadership and policy seminar; and 5) a formative and summative evaluation of the program. The doctoral students' experiences will be enhanced with collaborative mentoring teams. The project will recruit doctoral applicants who have disabilities and those who are ethnically and linguistically diverse.

Grant Number: H325D010065

Preparation of Leadership Personnel in Adapted Physical Education: A Collaborative Approach

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: This project will train qualified personnel to teach physical education to students with disabilities. Oregon State University and the University of Utah will collaborate in planning, implementation, and preparation of a cadre of doctoral-level personnel who have the necessary skills to serve as effective teacher trainers, scholars, and leaders.

Method: Distance education will allow project staff and faculty to provide educational experiences from two major research universities so students can benefit from the additional and unique related professional experiences available to them through the project. Coursework, field experiences, and scholarly research efforts will be designed to ensure that program graduates play a role in improving the quality of physical education offered to children and adolescents who have a disability.

Grant Number: H325D010067

Project Leadership through Education and Advocacy for Students Who are Deaf, Hard of Hearing and Deaf-Blind: Project LEAD

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Beginning Date: 4/02/02
Ending Date: 7/31/03

OSEP Contact: Robert Gilmore
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Purpose: Project LEAD (Leadership through Education and Advocacy for Students who are Deaf, Hard of Hearing, and/or Deaf-Blind) was conceived by the Deaf Education/Special Education Faculty at the University

of Kansas to supply new special education leadership for low-incidence disability training. The training will address the specific needs required to better serve students who are hard of hearing, deaf, or deaf/blind.

Method: Project LEAD will increase the quantity and improve the quality of personnel to serve infants, toddlers, children, and youth with low-incidence disabilities, through transformational and transdisciplinary leadership training. Students will study under the direct mentorship of experts in deaf education and prominent professors in the University of Kansas Special Education Program. Students will participate in numerous, appropriate inclusive activities during the three years of the project.

Grant Number: H325D020009

Indiana University Preparation of Leaders in Special Education

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Beginning Date: 8/15/02
Ending Date: 8/14/06

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Purpose: This project will prepare Ph.D.-level leaders in special education who will enter the professorate; conduct research on effective instructional, intervention, and program practices for individuals with disabilities and their families; and train special education teachers on the most effective, evidence-based pedagogy.

Method: A sociocultural theoretical model will be employed in the training program, involving students in formal and situated learning experiences and gradually full participation in their movement from peripheral to central members of the professorate. Students will become directly involved as instructors and supervisors in the undergraduate-level and master's-level teacher education programs in special education, will participate actively in research and policy analysis, and will engage in service to the community and field of special education. Over a four-year period, this program will provide training to 24 doctoral students in special education.

Grant Number: H325D020012

Preparing Early Childhood Special Education and Related Service Academic and Research Leaders with an Emphasis on Communication and Social Relationships

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Beginning Date: 8/01/02
Ending Date: 7/31/06

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Purpose: This project will prepare leaders in early intervention for academic and research careers through the following interdisciplinary approaches: 1) recruit 20 ethnically, culturally, linguistically, and ability diverse students from Early Childhood Special Education, Speech-Language Pathology, and Audiology; 2) offer four early intervention seminars; 3) develop monthly student/faculty research seminars; 4) provide teaching and research apprenticeships (one each annually); and 5) facilitate students' professional development through participation in conferences.

Method: The program focuses on two themes. First, all teaching and research activities will emphasize interdisciplinary collaboration within a strong mentorship model. Students will be linked with outstanding faculty across participating University schools and centers (e.g., Frank Porter Graham, Developmental Science). Second, because of the profound impact that early communication and social skills have on child development, these will be critical areas in the preparation of early interventionists. This preparation will in turn enhance the development of young children with disabilities in natural environments.

Grant Number: H325D020013

Preparation of Leadership Personnel: Improving Research and Practice for Diverse Students with Disabilities in Urban Schools

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Beginning Date: 7/01/02
Ending Date: 6/30/06

OSEP Contact: Robert Gilmore
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Purpose: This project will recruit diverse doctoral candidates, operate a disability and diversity specialization in a doctoral program to prepare these candidates with diversity skills, provide placement support pre- and post-graduation, and implement a curriculum design process to address and evaluate the specialization. Additionally, the project will implement four initiatives designed as developmentally sequenced experiences integrated within the current doctoral program: teaching mentorship practica, site-based research practica with partner schools in urban settings, community-building activities, and a series of focused professional seminars.

Method: To maximize the effectiveness of the four initiatives, project staff will work with partner schools in urban settings with diverse populations and with state and local agencies, as well as with an advisory council, all of whom will play a substantial role in developing, implementing, and evaluating project services. The project expects that at least 90% of the graduates served by this project will obtain faculty positions in institutions of higher education to provide leadership in developing and implementing teacher training programs at the university level, as well as to produce and disseminate research to improve the educational outcomes for diverse populations of students with disabilities.

Grant Number: H325D020014

Systems Enhancement Leadership — Low Incidence

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Beginning Date: 7/01/02
Ending Date: 6/30/06

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Purpose: This project will prepare five national leaders through the Systems Enhancement Leadership—Low Incidence program to make substantial and sustainable improvements in long-term outcomes for students with low-incidence disabilities and their families.

Method: The program will develop, implement, and evaluate courses with a special emphasis on enhancing family-school-community partnerships, instructional quality, and policy, and it will create internship experiences to ensure that students have opportunities, via internships, to be involved in systems enhancement at local, state, and national levels. It will place program graduates in leadership roles that position them to make significant and sustainable contributions to systems enhancement. Students will engage in internships to provide experiential learning in such areas as state-of-the-art research, personnel preparation, policy analysis, consumer development, and administration/supervision.

Grant Number: H325D020019

An Integrated Doctoral Program for Developing Leaders to Ensure the Success of Students with Disabilities in the General Education Curriculum

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Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Robert Gilmore
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Purpose: This project will prepare leadership personnel using empirically validated methods in fields related to the education of students with high-incidence disabilities and other students with disabilities who can successfully respond to the demands in rigorous general education environments. A secondary purpose is to prepare leadership personnel to become proficient in the "research-product development-system change" process, in which they will learn to conduct methodologically sound research in school settings, translate validated interventions into user-friendly products, and prepare teachers to use these validated products in preservice courses and staff development/system change efforts that take into account factors that maximize the chances that the innovations will be adopted and schools will move toward renewal.

Method: The program consists of the standard doctoral program in special education supplemented by a professional development program in the Center for Research on learning. The professional development program has five components: 1) academic statesmanship, the foundation for the other components, which will provide students competence relative to professional scholarship and collaboration skills; 2) professional development and system change, which will enable students to become competent in instructing new special and general education teachers in research-based practices in preservice and inservice settings; 3) the research component, which enables students to conduct their own research and to instruct others in conducting research; 4) the technology applications component, which enables students to use computers in a variety of instruction applications; and 5) the product development component, which enables students to be competent developers of materials for children and teachers.

Grant Number: H325D020020

Doctoral Program in Special Education

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Beginning Date: 7/01/02
Ending Date: 6/30/06

OSEP Contact: Robert Gilmore
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Purpose: George Mason University will provide intensive, high-quality, comprehensive doctoral-level training in special education over a four-year period. The program will emphasize the balance among teaching, research, and leadership objectives and will provide training in all necessary areas to enable program graduates to develop the competencies to be successful leaders in special education.

Method: A feature of this program will be opportunities for internships in teacher education, research, and leadership in educational, governmental, and service organizations. Competencies for working in culturally diverse settings and working with parents, based upon input from the literature and input from project consultants, will be developed and incorporated into each aspect of the program. Program graduates will help fill the anticipated vacancies in special education at universities and colleges in the United States. The project will recruit high quality individuals, including individuals from traditionally underrepresented groups such as those from culturally diverse backgrounds and those with disabilities. As many as 20 to 30 students could benefit directly and indirectly from this program annually. Students will work closely with faculty who are actively engaged in teacher education, research, and leadership activities throughout the program.

Grant Number: H325D020022

Leadership Training Program in Emotional Disturbance: Focus on Academic Instruction

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Beginning Date: 9/01/02
Ending Date: 8/31/06

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Purpose: This project will train leadership personnel in the area of emotional disturbance (ED) and increase capacity for conducting intervention research that improves student academic and social outcomes and bridges the research-to-practice gap. It will forge strong partnerships between higher education and public schools. It will prepare leadership personnel to work effectively with mainstreamed students with ED and their teachers, and it will prepare prospective higher education special education faculty of culturally diverse backgrounds in these areas.

Method: To address the above-mentioned needs, the project will add five features to the current doctoral training program: 1) it will recruit two cohorts of five high-quality students, focusing on minorities; 2) it will build strong partnerships with local schools in which intervention research currently occurs; 3) students in the program will participate in research-to-practice apprenticeships for designing and conducting research in collaboration

with special educators, general educators, and faculty mentors; 4) trainees will participate in monthly seminars on conducting academic and social intervention research that bridges the research-to-practice gap; and 5) an advisory board will ensure that activities produce special education faculty applicants who can satisfy demands for conducting research and training practitioners to address all the needs of students with ED.

Grant Number: H325D020026

Preparation of Leadership Personnel: Faculty for ECSE Teacher Educators

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Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Robert Gilmore
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Purpose: To address the critical need in early childhood special education/early childhood education (ECSE/ECE), the University of Kansas will develop and implement a four-year doctoral leadership program that will focus on the critical knowledge and skills needed to become highly effective early education teacher educators.

Method: The program is based on the belief that in order to be an effective teacher educator, higher education faculty must accomplish the following: 1) have content knowledge and understand how to serve as a resource for obtaining knowledge in those areas currently at the forefront of ECSE/ECE teachers' everyday professional lives as they provide services to young children with and without special needs and their families (e.g., diversity of learners and contexts, family-centered practices, individually and developmentally appropriate practices); 2) have knowledge of key elements of teacher education reform and demonstrate competence in strategies and approaches that have been documented as effective in the preparation and continued learning of early education professionals; 3) possess leadership skills and characteristics to become innovators, leaders, and mentors; and 4) understand the activities and behaviors required to be successful in the culture of academics across a range of types of institutions of higher education. The project will work closely with the university placement services and the Higher Education Consortium of Special Education to assist program graduates in obtaining positions in key teacher education vacancies in the United States.

Grant Number: H325D020027

Early Intervention/Early Childhood Special Education Leadership Program

Project Director: Bricker, Diane
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Beginning Date: 9/01/02
Ending Date: 8/31/06

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Purpose: This doctoral personnel preparation program is designed to produce a cadre of eight graduates to fulfill personnel leadership roles related to young children with disabilities, particularly those with social-emotional

problems, their families, and communities. The program has a cross-disciplinary core faculty that will offer coursework and emphasize situated learning in a variety of field experiences. Students will be prepared to be program developers, applied researchers, policy analysts, and instructors.

Method: The cross-disciplinary training and related field experiences will equip graduates to assume leadership roles in program and policy development for training future personnel and to conduct relevant research focused on diverse groups of children and families being served in early intervention/childhood special education programs. In addition, an emphasis will be placed on recruiting students into the program who are from diverse backgrounds, particularly students from minority groups and with disabilities. The program of studies is a cohesive set of research-based coursework and field experiences that target specific competencies, professional activities, and leadership qualities.

Grant Number: H325D020028

The Preparation of Leadership Personnel to Implement the Research to Practice Model in Adapted Physical Education, Physical Therapy, and Occupational Therapy

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Beginning Date: 7/01/02
Ending Date: 6/30/06

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Purpose: This leadership training project's goals include: 1) conduct interdisciplinary research that leads to the creation of new scientific knowledge; 2) increase the availability and use of this knowledge to develop and test intervention programs designed to improve the functional motor behavior in infants, children, and youth with special educational needs; 3) increase the dissemination of the knowledge to parents, professionals, and policymakers; and 4) increase the use of this new scientific knowledge in preservice training programs for physical and occupational therapists and regular and adapted physical education teacher preparation programs.

Method: Participants in this leadership training project will be four pre-doctoral students and four post-doctoral students. Graduates of the training program will assume faculty positions in the Departments of Physical Therapy (PT), Occupational Therapy (OT), Kinesiology, or Physical Education with primary responsibility for conducting interdisciplinary developmental research and training new professionals to deliver quality services in PT,OT, or Adapted Physical Education as mandated by IDEA. Trainees will demonstrate leadership in the following ways: 1) conducting and publishing research; 2) collaborating with other researchers in a variety of developmental domains on longitudinal research projects, mentoring undergraduate minority students or students with disabilities in the University Undergraduate Research Opportunity Program (UROP); 3) publishing a parent training manuscript; 4) designing parent training material and disseminating it on the World Wide Web site, and answering questions submitted by parents; 5) teaching an undergraduate course appropriate for students in PT, OT, or Adapted Physical Education; 6) presenting a research presentation and a poster at a national or international research conference; and 7) submitting a research grant proposal for funding.

Grant Number: H325D020030

Post-Doctoral Fellowship Program on Integration of Instruction about Technology into Special Education Personnel Preparation Programs

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Beginning Date: 9/01/02
Ending Date: 8/31/06

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Purpose: This project will prepare leadership personnel to integrate instruction about technology into preservice preparation programs or inservice professional development programs for special education teachers, administrators, and related personnel. Higher education faculty who participate in the program will learn how to design separate courses on technology applications in special education and how to infuse instruction about technology into existing personnel preparation courses. Leadership personnel from local or state education agencies who participate will learn how to design special education professional development programs that focus on technology applications.

Method: The project will provide fellowships for 32 people during its four years. Participants will complete a technology self-assessment upon application to the program and will take courses on technology in special education and courses which infuse technology into the curriculum. Students will also indulge in independent study activities, observation and practica, consultation, or research and development activities as part of their fellowship program. They will attend seminars that address the integration of technology into personnel preparation programs. All fellows will leave the program with an instructional module they have developed and field tested and the design for a unit, course, or professional development program that focuses on an application of technology in special education.

Grant Number: H325D020032

Interdisciplinary Preparation of Leadership Personnel to Serve Children and Youth with Autism

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Beginning Date: 8/01/02
Ending Date: 7/31/06

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Purpose: This project is a collaborative effort between departments at Florida State University and the University's Center for Autism and Related Disabilities (CARD) to support leadership training of at least 15 special education teachers and speech-language pathologists in the area of autism.

Method: The project will provide specialized training in autism within a rigorous doctoral program in special education or communication disorders. Research-validated practices will be integrated into the program curricula to produce personnel with highly specialized skills and knowledge about autism. Trainees will be equipped to

assume leadership roles in program administration, personnel preparation, research, and program and policy development for school programs serving children and youth with autism. The competency-based training will include the following experiences: a weekly interdisciplinary seminar in autism, leadership mentoring by project faculty, program and policy development activities with CARD staff or community agencies, and completion of student-initiated projects that demonstrate mastery of leadership competencies in teaching, research, and supervision. Family members, individuals with autism, community providers, and state-level policy makers will be co-instructors in the doctoral seminar.

Grant Number: H325D020033

Project LEAD: Leaders Engaged in Academic Discovery

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Ending Date: 7/31/06

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Purpose: This project will recruit students, especially minority students, to complete doctoral-level study in special education with multicultural specialization in response to the acute shortage of minority leadership personnel needed to prepare teachers, conduct research, assume faculty positions, and administer programs.

Method: The project will conduct the following activities: 1) develop the skills needed by doctoral students to carry out and disseminate high-quality research in issues of culture and language diversity in special education; 2) develop skills of doctoral students who can prepare teachers to work with minority children in special education; and 3) provide the support and learning experiences for doctoral students to design a plan of service at community, local, and national levels with emphasis on actions that impact minority students in special education. Project features include: 1) a research/writing-based internship focused on multicultural issues; 2) regular seminar meetings to support development of doctoral-level leadership skills; 3) a focused plan for developing teaching skills and practice; and 3) an existing specialty area in culture/language diversity.

Grant Number: H325D020037

Leaders for System Change: Doctoral Preparation for System Change and Improvement in Secondary Special Education and Transition for Youth with Disabilities

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Beginning Date: 8/01/02
Ending Date: 7/31/06

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Purpose: This doctoral program will prepare change agents to lead system change initiatives and to align secondary reforms and transition services to ensure appropriate services for youth. The project, a joint collaboration between special education and educational leadership faculty, will support a total of 22 leaders who will

complete the special education doctorate and 8 fellows from the Curriculum and Instruction Doctoral Program who will take a special education sequence. The project integrates a model to evaluate the impact of students' contributions to host agencies and employers.

Method: Curriculum content will provide a comprehensive framework that addresses the alignment of standards-based secondary education and career-transition services for youth (ages 14-22), including culturally and linguistically diverse learners. It will promote research, practice, and cultural, ethical, and technical competence in relation to the following areas of need for systemic change and improvement identified by state and local systems: collaboration to align transition services with secondary education reforms, ensuring the inclusion and full participation of all students in educational reforms to improve secondary and postsecondary standards and student outcomes, developing interagency linkages and cooperative agreements, leading professional development and reform initiatives at local and state levels, utilizing research-based knowledge and designing research to address systemic barriers to improving student outcomes, providing technical assistance and consultation to state and local systems, and incorporating results-based decision making into system change initiatives. Students will participate in year-long internships where they will collaborate with schools and districts to assess needs, design improvement initiatives, provide training and resources, and evaluate the impact of the internships. The program is expected to prepare leaders who know the challenges of creating change in contemporary educational environments and who possess the proven skills in implementing and evaluating change.

Grant Number: H325D020040

Preparation of Leadership Personnel in Learning Disabilities

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Beginning Date: 7/01/02
Ending Date: 6/30/06

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Purpose: This project will prepare leadership personnel in learning disabilities at the doctoral level with strong skills in research and teacher education in order to assume positions in institutions of higher education and in state agencies and the federal government. Partnerships with the national Alliance Project, which supports special education professionals who are minorities, and with state projects will assist the project's efforts to recruit and prepare students with disabilities and from other underrepresented populations. The program will provide a comprehensive doctoral program in learning disabilities that prepares leaders who are responsible to the needs of children and families from diverse cultural groups, who have been recruited from diverse backgrounds and experience, and who, when graduated, will seek employment in leadership positions.

Method: The doctoral program incorporates intensive coursework in learning disabilities and related fields along with courses in research design and methodology. Additional program features include supervised research apprenticeships, a college teaching apprenticeship, opportunities for professional skill development, and training and experience in providing field supervision to teacher certification candidates to enhance collaborative and professional skills needed to prepare the next generation of special education teachers.

Grant Number: H325D020041

Engaging Cross-Cultural Leadership in Preparation for Special Education (ECLIPSE)

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Beginning Date: 8/01/02
Ending Date: 7/31/06

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Purpose: Project ECLIPSE is a four-year project designed to recruit and prepare a cross-cultural cohort of ethnic minority and majority scholars for careers as urban special education researchers and teacher-educators. The project will engineer the supports necessary to counter or "eclipse" the barriers that prohibit minority doctoral students from entering and completing doctoral programs in special education. It will also provide comprehensive supports for majority culture individuals committed to urban research and teaching agendas.

Method: Project ECLIPSE builds on the success and lessons learned while implementing a national outreach and technical assistance project that includes a cohort of ethnic minority doctoral scholars pursuing doctorates in urban special education at the University of South Florida. The project will provide competitive research fellowships, opportunities for collaborative research and mentoring seminars, tiered formal and informal mentorship experiences, learning with state of the art technology to expand university classroom boundaries, and applied on-site urban research experiences.

Grant Number: H325D020043

Western Regional Leadership Training in Low Incidence Disabilities

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Beginning Date: 8/15/02
Ending Date: 8/14/05

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Purpose: The University of Northern Colorado (UNC) will enhance its leadership program in special education by sharing faculty resources and training opportunities across three low-incidence disability categories: deafness, blindness, and severe disabilities.

Method: This three-year project will enhance the preparation of special education leaders by: 1) preparing and graduating six full-time doctoral-level persons, two each in blindness, deafness, and severe disabilities; 2) continuing to recruit and enroll individuals with disabilities and members of minority groups into the program; 3) developing three specific topical seminars addressing diversity, distance education, and literacy for individuals with low incidence disabilities, required of project trainees but available to all doctoral students in special education; and 4) providing enriched opportunities for doctoral students to work with low-incidence disability faculty both at UNC and across the country in research and writing projects, teaching, apprenticeships, externships, and service on doctoral committees. Graduates will be prepared to assume positions as research directors, evaluation and curriculum coordinators, administrators and supervisors, and both preservice and inservice teacher educators.

Grant Number: H325D020049

Mentoring Special Education Leaders for the 21st Century: Preparation of Leadership Personnel

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Ending Date: 8/31/06

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Purpose: The purpose of this project is to provide leadership training at the doctoral level, addressing critical areas of need in special education such as early intervention, school-based instruction, and secondary/transition. A mentoring model will be employed to prepare future leaders in personnel preparation, administration, supervision, and research.

Method: Five distinguishing characteristics of the program model are: focused training in content areas, diversity recruitment and retention, emphasis on development of an individualized leadership education plan, extensive applied experience, and intensive mentoring. Students will be paired with a faculty mentor upon entrance to the doctoral program to facilitate student retention and steady matriculation through the program. In addition to coursework, students will actively participate in a variety of applied experiences in education agencies throughout the course of their study to help them understand the complexity and the importance of establishing the university and education agency "connection." Individualized training will be a focus of both coursework and applied experience, through which future leaders will be prepared to analyze special education trends and proactively facilitate change, rather than react to it. The project is expected to graduate nine doctoral students, no less than three from underrepresented groups.

84.325E
PREPARATION OF PERSONNEL IN MINORITY INSTITUTIONS

Grant Number: H325E990001

Project LEAD: Leadership for Educators Amidst Diversity

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: The project seeks to provide a master's degree in Collaborative Teaching (Special Education) to 30 Birmingham Public School (BPS) teachers, who will then earn certification in Educational Leadership to serve as leaders in the BPS to meet the complex needs of urban, culturally diverse students with disabilities and who are at risk. The project will provide a vital personnel pool with a comprehensive understanding not only of special education, but also educational administration.

Method: The project will prepare nine school-based teams (comprised of parents, administrators, general educators, special educators, paraprofessionals, related service personnel, and community agency personnel) in the area of literacy. Literacy programs will then be implemented at the school, home, and community levels, thereby providing a comprehensive approach to meeting the critical literacy needs of BPS children. A "trainer-of-trainers" model integrated into the project design will prepare school-based teams to use project-developed training modules to prepare and implement action plans for literacy programs in their schools. The project will disseminate training modules to urban settings throughout the state, region, and nation.

Grant Number: H325E990012

Restructuring North Carolina Distance Education Partnership

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: The North Carolina Distance Education Project operates a statewide distance education program designed to significantly increase the annual production of qualified and certified teachers of Specific Learning

Disabilities (SLD) and Behaviorally and Emotionally Handicapped (BEH). Through this project, Elizabeth City State University will expand the North Carolina Distance Education Project to include four additional state universities that serve predominantly minority populations of students: Fayetteville State University, North Carolina Central University, North Carolina A & T University, and Winston-Salem State University. The project intends to increase the number and percentage of minority teachers certified in SLD and BEH and to improve services for minority students with SLD and BEH.

Method: This project will prepare 100 newly certified teachers in SLD and 40 newly certified teachers in BEH by the end of the fourth year of the project, and it will establish and field test a multimedia system of distance education training and education which includes video, sound, and graphics. The project will use a competency-based, mastery learning approach to teacher education that will employ a portfolio evaluation system, mentor teachers, and classroom observations to measure demonstrated competencies. Courses and experiences will be delivered through distance and distributed education using of the World Wide Web, interactive multimedia instruction and resources, and interactive instructional strategies.

Grant Number: H325E990028

Sharing Teacher Education Programs Successfully (STEPS)

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will recruit, retain, and graduate 30 African-American and Hispanic preservice teachers in order to improve the outcomes of all children with disabilities, especially those who are culturally and linguistically diverse. A partnership of Florida Agricultural and Mechanical University, Bethune-Cookman College, and the University of South Florida's St. Petersburg Campus has been created that will result in reducing the gap between the quantitative and qualitative need for these teachers and their supply.

Method: This partnership, involving two Historically Black Colleges and Universities (HBCUs) and an urban institution with a large minority enrollment, represents the first attempt of its kind to pool the strengths and resources of these three universities for the purposes of educating and certifying special education teachers who are members of groups that have been traditionally underrepresented based on culture, race, and linguistic diversity. Students will complete requirements for certification in either varying exceptionalities or learning disabilities. The partnership embraces best practices in recruitment and retention, collaboration, technology, curriculum development and instruction, pedagogical advances, and applied research.

Grant Number: H325E990030

Project IMPACT

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Beginning Date: 8/16/99
Ending Date: 8/15/03

OSEP Contact: Victoria Mims
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Purpose: Rapid growth in the number and diversity of children with mild/moderate disabilities in Louisiana has resulted in an increasing demand for more qualified teachers of students with mild/moderate disabilities from traditionally underrepresented groups. Project IMPACT is an undergraduate preservice minority personnel preparation program in Special Education that leads to the B.A. degree in Special Education with emphasis in mild/moderate disabilities. Its goal is to provide an intensive training program that reflects current pedagogical knowledge from research, with emphasis on culturally sensitive instructional practices.

Method: Project IMPACT provides field-based practicum experiences and utilizes innovative and dynamic efforts to recruit African-Americans (particularly males) and other culturally diverse students, including students with disabilities. Project IMPACT, during its four-year duration, will mentor, train, and prepare 28 participants with the knowledge, competencies, skills, and experiences to work effectively with children with mild/moderate disabilities from culturally divergent backgrounds. The project will set up an Instructional Learning Center so that students will acquire skills in the use of technology and be better prepared to meet the challenges of the 21st century. Project IMPACT will be housed in the Institute for the Study and Rehabilitation of Exceptional Children and Youth at Southern University-Baton Rouge, which is one of the largest land-grant Historically Black Colleges and Universities in the country.

Grant Number: H325E990033

Project Peers: Recruiting and Training Bilingual Students into a Full-Time Bilingual Special Education Graduate Program

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Beginning Date: 8/01/99
Ending Date: 7/31/03

OSEP Contact: Martha Bokee
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Purpose: Project Peers will develop a new collaborative bilingual special education graduate program, and will recruit and train 48 bilingual educators to serve Hispanic-American and other bilingual students with special learning needs, especially those with learning disabilities and mild behavior disorders.

Method: The program model and program of study use the "cohort" model, where students go through an intensive full year of graduate study as a group and develop strong peer support. The program involves intensive field experiences, strong teacher mentor and faculty mentor support, and "enrichment" meetings to allow group reflection and problem solving. The program of study is based on interdisciplinary professional preparation which combines resources from the Department of Special Education, the Bilingual Program within the Multicultural Center, and the Department of Literacy Education.

Grant Number: H325E990034

The Minority Scholars Program

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Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Victoria Mims
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Purpose: Bank St. College will prepare 20 minority graduate students to become credentialed teachers of children and youth with disabilities in the New York City Public Schools. This project will provide funding for scholarships covering 70% of tuition for 20 minority graduate students who would otherwise be unable to attend Bank St. College and for special supports to retain and support those students. In immediate terms, the project will increase the diversity of Bank St.'s student population; ultimately, it will increase the number of African-Americans and Hispanics prepared to teach culturally and linguistically diverse children and youth with disabilities in the New York City Public Schools.

Method: The comprehensive Special Education Teacher Preparation Program at Bank St. College combines theoretical and practical coursework in addition to one full year of supervised fieldwork in New York City schools teaching children and youth with disabilities. Bilingual Special Education is integrated into the Special Education Program. A special emphasis throughout the program focuses on working effectively with parents, with multidisciplinary teams, and with colleagues teaching in inclusive classrooms. In Years 1 and 3 of the four-year project, ten graduate students will be admitted to a two-year program that will prepare them to receive master's degrees and the New York State Certification in Special Education.

Grant Number: H325E990036

Training Bilingual Specialists in Speech Language Pathology for LEP and BEP Children with Communication Disorders

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Beginning Date: 7/01/99
Ending Date: 6/30/03

OSEP Contact: Joseph Clair
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Purpose: The Department of Communication Sciences and Disorders at Howard University will train bilingual specialists in speech-language pathology to serve the growing number of children with disabilities from less populous linguistic groups. While the nation's schools continue to need bilingual speech-language pathologists to work primarily with Hispanic and Asian populations, some school districts report that their children speak more than 100 different languages. This project has the potential to become a new model for training to address the dire and diverse need for bilingual specialists in speech-language pathology.

Method: Bilingual professionals will be trained to serve children in the same linguistic population who are classified as Limited English Proficient (LEP). Monolingual professionals will similarly possess the requisite

knowledge and clinical skills to serve children who possess some knowledge of English and who are classified as Bilingual English Proficient (BEP) and have communicative disabilities in both languages. The project emphasizes the affective, cognitive, and behavioral qualities needed by professionals who serve bilingual populations. Training provided by this project will focus on cultural knowledge and sensitivity, academic training on issues related to bilingualism, clinical training with bilingual populations, and linguistics and ethnography training. Monolingual students will select a population with which to become bilingual specialists. The project will utilize formal and informal as well as traditional and nontraditional pedagogical methods.

Grant Number: H325E990039

Alula: Regional Communicative Disorders Bachelor of Arts Degree Collaborative Project of Two Minority Institutions

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Beginning Date: 8/01/99
Ending Date: 7/31/03

OSEP Contact: MaryAnn McDermott
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Purpose: This project will build capacity to address the shortage of trained individuals to meet the educational and related service needs of individuals with communication disorders in Guam, the Commonwealth of the Northern Marianas Islands (CNMI), and the U.S. Freely Associated States in Micronesia. Alula means to "hurry" in Chamorro, the indigenous language of Guam. This word underscores the great need to speed up the opportunity for regional bilingual and minority personnel to be trained in communicative disorders so that they may address the needs of children with speech and language delays who are currently unserved or underserved.

Method: This project addresses the critical shortage of speech and hearing clinicians available in the western Pacific by supporting 17 minority individuals, many of whom are bilingual, in a Bachelor of Arts program in Communicative Disorders. The project will develop a coordinated, culturally relevant program in Communication Disorders and Sciences for the Pacific through collaboration with San Jose State University and the University of Guam. Project Alula will support two cohorts of undergraduate students: the Guam Cohort, consisting of ten students, and the Regional Cohort, consisting of seven students, one from each island group. Students recruited into the program are expected to complete a Bachelor of Arts degree in Communicative Disorders from San Jose State University in collaboration with courses from the University of Guam.

Grant Number: H325E990046

Preparing Early Intervention Specialists for Service in Language Diverse Communities

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Beginning Date: 7/16/99
Ending Date: 7/15/03

OSEP Contact: MaryAnn McDermott
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Purpose: The Division of Counseling Psychology and Education at Santa Clara University will develop a program to recruit, retain, and prepare persons from language-diverse communities to serve as early intervention specialists. The project will also be creating ethnically diverse professional role models.

Method: The project will offer a minimum of 40 students from language-diverse communities the opportunity to participate in a Master's Degree/Early Childhood Special Education Credential program specially developed to offer emotional, academic, and financial support. In addition, the project will recruit a minimum of 20 students from related disciplines who will have the opportunity to complete the core of the early intervention program, enabling them to obtain the California state-sponsored Early Childhood Special Education Certificate. An extensive on-campus and off-campus mentoring program will draw on the interest and expertise of a variety of community parents and professionals along with former alumni from language-diverse communities. Faculty will participate in workshops designed to enhance their ability to effectively meet the needs of college students whose primary language is not English. The community will be invited to participate in teacher-translator workshops in an effort to improve services to all children and families from language-diverse communities.

Grant Number: H325E990055

Chief Dull Knife College Preparation of Personnel in Minority Institutions Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Betty Baker
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Purpose: This project will increase the capability of the Chief Dull Knife College to provide training in all areas of special education serving preschool children to high school students with disabilities. It will provide advanced training for American Indian personnel serving infants, toddlers, children, and youth with disabilities, thus helping to eliminate the national, state, and regional shortage of qualified American Indian special education professionals and paraprofessionals.

Method: The project will train 24 paraprofessional and professional minority personnel in special education during the project period and place these personnel in special education positions on and near the Northern Cheyenne Reservation. The program will train eight special education teacher assistants at the associate's degree level, two teachers at the bachelor's degree level, and two teachers at the masters degree level between 1999-2003. It is expected that four of the eight teacher assistants training in 1999-2001 will matriculate to Montana State University-Billings (a four-year institution) and complete their Bachelor of Science Degree in Education and Certification in Special Education (double major). Between 2001-2003, another six students will enter the paraprofessional training program as well as two students at the Masters of Science degree level.

Grant Number: H325E990062

Preparation of Personnel in Communication Disorders

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Beginning Date: 8/01/99
Ending Date: 7/31/03

OSEP Contact: Joseph Clair
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Purpose: Jackson State University will prepare individuals from underrepresented backgrounds to work with children with communicative disorders. The project will be implemented by the University's recently established Department of Communicative Disorders, which offers a Master of Science degree program in Communicative Disorders. This project addresses the severe shortage of qualified speech-language pathologists, especially minority speech-language pathologists throughout the U.S. and specifically in Mississippi.

Method: The Master of Science program in Communicative Disorders at Jackson State University will recruit ten minority students each in the first and second years, and 15 minority students each in the third and fourth years of the project. Students will be provided full tuition, a stipend, and an allowance for books. They will be monitored closely and will be provided appropriate support services such as peer tutoring, assistance in improving writing skills, and/or reading comprehension. Students will participate in professional activities such as a national convention and workshops, and will discuss issues with nationally known minority speech-language pathologists.

Grant Number: H325E990063

ACCESS: Preparation of Southern Colorado and Northern New Mexico Personnel to Teach Students with Mild to Moderate Disabilities

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Beginning Date: 8/15/99
Ending Date: 8/14/03

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Purpose: The ACCESS program (A Colorado Consortium for Equity in Special Education Services) will work to increase the number of special education personnel in rural southern Colorado and northern New Mexico as well as the number of bilingual, bicultural, and culturally sensitive special education teachers in southern Colorado and northern New Mexico. It will develop a permanent delivery system and a special education master's program that replaces outmoded and inherently inequitable site-based programs, in order to better serve a large population of traditionally underserved students: Hispanics, Native Americans, and recent immigrants.

Method: The ACCESS program is a distance education program with summer sessions, and it will be accessible to all teachers and school systems in the Colorado/New Mexico target area regardless of geographic isolation and financial resources. This four-year project will allow two cohorts of 22 teachers each — particularly those who are bilingual — to earn a master's degree in Special Education with Colorado and New Mexico licensure in the categories of mild and moderate needs.

Grant Number: H325E990067

South Carolina State University Interdisciplinary Preparation Program: Special Education Training for Leadership Personnel

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Beginning Date: 1/01/00
Ending Date: 12/31/03

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Purpose: This project will recruit and prepare individuals from underrepresented groups, including individuals with disabilities, into the Ed.S. and/or Ed.D. degree programs in Educational Leadership with a concentration in special education administration, leading to principal and superintendent certification. Individuals who complete this concentration and who are not certified in special education will become certified in the area of learning disabilities.

Method: This interdisciplinary program will prepare personnel at the advanced graduate and doctoral levels to administer, enhance, and provide services for children with disabilities. It will provide interdisciplinary training (educational administration and special education) for leadership personnel, including administrators, supervisors, and principals, whose work affects early intervention, educational, and transitional services for children with disabilities. Over the four years, the project will increase by at least 60 the number of underrepresented leadership personnel, including individuals with disabilities, who are prepared to administer special education programs in schools with high minority populations. It will improve the competencies of those currently employed in administrative positions and increase the number of leadership personnel certified both in educational administration and special education. The project will also establish a tri-state networking system for individuals who complete the special education administration concentration.

Grant Number: H325E990070

Project WIN-WIN Approach to Teacher Preparation: Meeting The Needs of Minority Students with Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: The WIN-WIN Approach to Teacher Education will recruit and train quality special educators for ethnically diverse special education students in a two-year internship model. The project title promises a "WIN-WIN situation" in which all participating partners benefit from this collaborative endeavor.

Method: The project will recruit and financially support 40 participants annually and provide state certificates in cross-cultural or bilingual specializations. Participants may complete the program as full-time students or interns. Many of the successful components of a past internship program, Project WIN, have been integrated

into the design of the program. These components include: an internship training model, partnerships with local school districts, collaborative support by university and district personnel, writing of an Intern Development Plan with the principal, observational feedback, and an internship council that participates in ongoing program design and evaluation.

Grant Number: H325E990071

FSM Special Education Teacher Training Initiative (SETTI)

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Beginning Date: 7/01/99
Ending Date: 6/30/03

OSEP Contact: Ray Miner
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Purpose: The SETTI project will work to improve instructional outcomes and educational opportunities for children with disabilities in the Federated States of Micronesia (FSM), by increasing the skills of general education teachers and special education teachers to provide high-quality instruction for children with disabilities, and by increasing capacity within the College of Micronesia-FSM (COM-FSM) to provide high-quality teacher training in the area of special education, through an innovative collaborative distance education partnership with the San Diego State University (SDSU) Interwork Institute.

Method: The SETTI project will provide a core of four courses in the area of special education for incumbent general education and special education teachers. There will be a total of 20 participants at each site, for a total of 80 teachers trained per project year. The courses will be repeated each project year for a total of 320 teachers completing the 12 semester hours of course work. During each semester of the program, one section of each course will be delivered with a cohort of ten students receiving instruction via distance education and one cohort of 25 students receiving the course via a traditional delivery model. This unique and innovative project design will utilize the distance education and special education faculty expertise of SDSU to partner with COM-FSM in the delivery of special education courses. About 95% of the participants will complete either the requirements for an AA degree and full teacher certification or the requirements for a third-year certification endorsement in the area of special education.

Grant Number: H325E000004

Project TALK (Teachers Acquiring Language Knowledge)

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Beginning Date: 9/01/00
Ending Date: 8/31/04

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Purpose: This collaborative project will: 1) implement a high-quality undergraduate program focusing on special education with an emphasis on speech and language development and disorders; 2) recruit and provide

opportunities for underrepresented students committed to teaching in an urban setting to acquire special education certification with a background in speech and language development and disorders; and 3) retain students in the program through faculty mentoring and financial support.

Method: Approximately 26% of children enrolled in special education in the New Orleans area, an urban setting comprised mostly of members from underrepresented populations, were being taught by non-certified personnel during the 1997-1998 school year. To address this critical area, this project focuses on providing opportunities for underrepresented populations to acquire certification in mild/moderate special education with a support emphasis on speech and language pathology. Because language development has a direct impact on literacy learning, it is imperative that special education teachers have a strong background in speech and language development and disorders. This program is unique in these ways: 1) underrepresented students who either live in an urban setting or who are familiar with the unique needs of an urban educational setting will be recruited; and 2) the collaboration in courses and practica in urban settings between the faculty in special education and speech and language pathology will enhance the breadth and knowledge of the participants. This program reflects the mission of Xavier University of Louisiana, a historically black Catholic university, to prepare its students to assume roles of leadership and service in society. With over 70 students participating in this four-year collaborative project, 22 preservice teachers will receive full funding to complete the required course work.

Grant Number: H325E000010

Multicultural 2000 Project: Training Multicultural Specialists in Speech-Language Pathology for the 21st Century

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Beginning Date: 7/01/00
Ending Date: 6/30/04

OSEP Contact: MaryAnn McDermott
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Purpose: This project will train specialists in speech-language pathology to serve the growing number of children with disabilities from various multicultural populations. The project will produce highly qualified professionals to serve the many multicultural and bilingual populations within the nation.

Method: The project is innovative in three ways: 1) development of monolingual students' skills and competencies to work with bilingual English-proficient populations; 2) emphasis on the affective, cognitive, and behavior qualities needed by professionals who serve multicultural and bilingual populations; and 3) a training model that will provide tools for students to work with a multitude of multicultural populations. In addition to the regular Master's program, training provided by the project will focus on: 1) cultural knowledge and sensitivity; 2) academic training on issues related to multicultural and bilingual populations; 3) clinical training; 4) linguistics and ethnography training; and 5) conference, workshops, and colloquia. The project will utilize formal and informal as well as traditional and non-traditional pedagogical methods. Traditional methods include classroom teaching and supervised clinical practicum. Non-traditional methods include distance learning, colloquia and symposia, and Internet research.

Grant Number: H325E000018

Preparation of Adapted Physical Educators to Serve Pupils and Preschoolers with Disabilities (Pre/K-12) in Physical Education: An Interdisciplinary Infusion-Based Training Program

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Beginning Date: 8/01/00
Ending Date: 7/31/04

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Purpose: This project will increase the number and the quality of teachers providing regular physical education and adapted physical education (APE) services to school-aged children who are in need of such services due to disabilities.

Method: An interdisciplinary, infusion-based approach focusing on special education and preschool physical education approach will be used. Of the 20,700 children with disabilities in grades Pre/K-12 in Hawaii, approximately one half are in need of APE. With only three APE resource teachers in the entire state, the responsibility of providing appropriate physical education lies with the regular physical educator. The University of Hawaii is committed to training sufficient numbers of certified APE teachers to assure that all pupils and preschoolers with disabilities have available appropriate physical education services in keeping with Individualized Education Program goals. The project will follow a plan to recruit, train, and retain ethnic minority teachers from underrepresented groups, especially those of Native Hawaiians. The program will graduate a total of 48 adapted physical education teachers over the four-year period with a Masters of Science Degree in Kinesiology and an emphasis in adapted and preschool physical education. Graduates will qualify to take the Adapted Physical Education National Standards Certification Examination.

Grant Number: H325E000019

Preparation of Personnel in Interdisciplinary Early Childhood to Serve Young Children with and without Disabilities in Inclusive Settings in Puerto Rico

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Beginning Date: 10/01/00
Ending Date: 9/30/04

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Purpose: This project will prepare interdisciplinary early childhood personnel to meet the needs of infants, toddlers, and preschoolers with and without disabilities and their families by serving as certified professionals in inclusive settings. The project intends to prepare 60 students to obtain their master's degree in interdisciplinary early childhood education.

Method: The training staff will develop courses to prepare 60 Master's level students to work with young children with disabilities and their families in inclusive settings; it will develop a recruitment plan to attract students from traditionally underrepresented groups, who are economically disadvantaged, and who reside in rural areas; and it will offer early childhood courseware in rural areas through the university's adult education and distance learning programs. Coursework will concern legal issues of educating children with disabilities, typical and atypical child development, curriculum development and appropriate curriculum for preschoolers, instructional and intervention methods to facilitate the inclusion of children with disabilities, family services, assessment and evaluation, teaming options for parents and professionals, and individualized educational programs and family service plans.

Grant Number: H325E000020

The Native American Collaboration Project: Preparing Related Services Personnel to Serve Native American Children with Disabilities through California and the Southwest

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Beginning Date: 7/01/00
Ending Date: 6/30/04

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Purpose: This project will implement preparation of related services personnel to serve Native American children with disabilities in schools throughout California and the southwestern United States. This project addresses shortages in related services personnel and weaknesses in their preparation. In addition, it addresses the significant need for culturally responsive service to Native American children identified or at risk of mis-identification for special education, and to their parents and extended "parenting communities." Integral to this mission is the use of culturally compatible thinking and problem-solving skills.

Method: The objectives of the project are 1) to recruit, retain, and graduate appropriately trained and fully qualified related services personnel committed to serving Native American children and youth with disabilities; 2) to implement program content that includes a culturally relevant knowledge base, culturally appropriate assessment and interventions, and culturally affirmative parent involvement; 3) to provide collaborative training across three disciplines in cooperation with field sites with Native American populations; 4) to enable related services personnel to make collaborative and systemic changes on behalf of Native American children with disabilities; and 5) to monitor the effectiveness of the model and to disseminate useful strategies. Weekly seminars will develop the professional skills needed to affect social and educational change with Native American children and their communities. All students will participate in field experiences each year on school sites with Native American populations and work with the extended parenting community in surrounding and rural reservation communities. Graduates will receive a masters of science degree and credential in school psychology, rehabilitation counseling, or school counseling.

Grant Number: H325E000021

Black Belt and Rural Special Education Personnel Preparation Project

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Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: Ray Miner
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Purpose: This special education teacher preparation project at the undergraduate and graduate level at Alabama State University will prepare 70 graduates over a four-year period in response to the critical need to increase the supply of special education teachers available for employment in public schools and other disability-related agencies to meet the needs of this region, focusing on the black-belt and rural southern Alabama, where African-Americans are concentrated, in addition to a small but respectable number of American (Creek) Indians and Hispanic population and migrant workers. Despite the need for increased number of special education teachers, there are relatively few regional training programs to meet these needs.

Method: This project will prepare promising individuals with or without disabilities from a variety of cultural and ethnic backgrounds who, at the completion of their degree programs, will serve as special education teachers, mostly in the areas from which they came. This project will help them to develop an ability to make educationally sound, ethically justifiable, and culturally appropriate decisions on the basis of the best knowledge and skills available to them so that they can provide quality services to their future students. Their future students, who are placed in a variety of integrated settings with normally developing peers, may be either at-risk, disadvantaged, or may have specific disabilities. The benefits of this project will be: 1) increased supply of special education teachers available for employment in public and other disability-related agencies in the black belt and rural southern Alabama; 2) the direct service provided to students with disabilities in black-belt and rural southern Alabama; 3) continued development and refinement of curricula to meet the teacher preparation challenges of the 21st century; and 4) dissemination of the program to benefit others who are in similar situations.

Grant Number: H325E000022

Preparation of Minority Ph.D. Personnel in High-Incidence Disabilities

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Beginning Date: 8/01/00
Ending Date: 7/31/04

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Purpose: Supply and demand studies have documented the increasing need for leadership personnel in special education from groups that have been traditionally underrepresented, particularly African-Americans and individual with disabilities. While the reasons for the gaps between supply and demand are not completely clear, it has been speculated that such factors as admissions standards, lack of minority mentors, insufficient financial incentives, and the length of training programs are among the factors that might lie at the heart of the problem. The major objectives of this project are: 1) the recruitment, training and mentoring of a cohort of African-

Americans and individuals with disabilities, and the training and mentoring of a cohort of existing doctoral students; 2) the implementation of an intensive two-year competency-based training model that incorporates a leadership core that will foster students' leadership abilities, technical writing (e.g. publications, grantsmanship), and research and technology usage skills; 3) the use of the portfolio method of assessment to document and evaluate students' progress and mastery levels of achievement of the program-expected competencies; 4) student supports and services (e.g. fellowships, tuition, travel, tutors, mentors); and 5) the development of an effective recruitment video.

Method: This project will empower participants to become emerging scholars and researchers in the field of special education; 2) assist participants in building linkages with minority and majority institutions of higher education, as well as public and private agencies and organizations; 3) assist candidates in securing employment in leadership positions; and 4) build program faculty capacity. Graduates of this training project will have obtained the competencies and skills to compete competitively for leadership positions in academe and related contexts that affect and influence the types of services provided to children with disabilities, including children from culturally and linguistically diverse populations.

Grant Number: H325E000023

Para-Educators in Pinal County (PEP-C)

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Beginning Date: 7/01/00
Ending Date: 6/30/04

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Purpose: The ParaEducators of Pinal County (PEP-C) Project was developed to offer a possible solution to the problem of Arizona's increasing number of exceptional students, especially in Native American and Hispanic populations, and the declining number of certified special educators and paraeducators. In a collaborative effort, local school districts (public and private), HeadStart, Central Arizona College, parent advocacy groups, and a variety of service organization representatives have banded together in support of the development of a paraeducator-to-teacher career ladder. The PEP-C Project will provide financial, academic, emotional, and technological support to encourage a cadre of currently employed special education paraeducators to become better qualified in the provision of services to exceptional children of Pinal County.

Method: This project addresses the need for a short-term as well as a long-term solution, via the following objectives: 1) recruit, train, and retain a cadre of currently employed paraeducators through one of two 16-credit hour certificate-training programs to provide immediate support in the Pinal County classrooms; 2) place currently employed special education paraeducators on a career ladder that provides a seamless interface from the paraeducator position they presently occupy to a certified service provider in the classroom; 3) recruit and retain a new cadre of service providers to replace the existing groups as they move through the program and up the career ladder. Two certificate programs will be offered; Certificate A geared toward working specifically with high-incidence disabilities and Certificate B geared toward working with low-incidence disabilities. These training modules are based on several paraeducator-to-teacher training programs such as the Connecticut Department of Education TOP Program, Washington State Core Competencies model, Vermont Paraeducator Training Core, and AZ-TAS, a paraeducator training module developed by the Arizona State Department of Education's Exceptional Student Services. These programs incorporate several key elements of adult higher education including offering credit for life experience, enhanced mentorship, advisement, cohort grouping, flexible scheduling, financial incentives, field-based learning, summer and weekend courses, and other support services.

Grant Number: H325E000025

Training Bilingual School Psychologists to Facilitate Behavior Change and Staff Development

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Beginning Date: 9/01/00
Ending Date: 8/31/04

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Purpose: This project will address California's critical need to increase the number of credentialed school psychologists who: 1) can assess Spanish- and Asian/Pacific Islander-speaking students with disabilities in their primary language with a sensitivity to an understanding of cultural variations within the ethnic communities; and 2) have obtained a certificate in behavior analysis. It also prepares trainees to serve as trainers to other psychologists, teachers, and parents.

Method: In Los Angeles County public schools, the major responsibility of the school psychologist is to assess and place students in the appropriate instructional program. Culturally and linguistically different students are too often inappropriately placed or misclassified in special education. A second major responsibility of the school psychologist is to collaborate with special education teachers and parents regarding students' behavior management problems. This project will recruit, train, and retain highly qualified bilingual school psychologists to assist in the identification, placement, and education of limited-English proficient (LEP) youth with disabilities. Project graduates will assume a variety of critical roles related to behavior management of severe behavior problems, as well as placement and programming decisions for various LEP youngsters with disabilities. In addition, they will have been trained in how to conduct in-services and conduct follow-up consultations. In addition to receiving a credential in school psychology, trainees who complete this enriched program will: 1) receive a certificate in educational applications of behavior analysis form (CSULA); 2) be qualified to take the National Certification Exam in Behavior Analysis; 3) have bilingual/bicultural assessment skills; and 4) will be trained to assist other school psychologists to assume BICM (behavior intervention case manager) roles.

Grant Number: H325E000031

Project SMART: Support through Mentoring, Assistance, and Resources for Teachers

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Beginning Date: 8/01/00
Ending Date: 7/31/04

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Purpose: This project will recruit and train teachers, especially those from traditionally underrepresented groups, to earn a Master's degree in Special Education at California State University, Northridge (CSUN).

Method: This project addresses the critical shortage of teachers prepared to serve students ages five to 22 having severe and multiple disabilities, including deaf-blindness. Graduates from the program will possess the skills

and knowledge to effectively impact the culturally diverse population of students having moderate to profound mental retardation plus at least one severe sensory impairment and/or physical disability and/or behavioral challenge. The program of study will require one and one half to two years to complete, culminating in a Master of Arts degree in Special Education and completion of the Level II Professional California Specialist Credential in the area of Moderate/Severe Disabilities. Graduates will also receive certification from CSUN stating their ability to serve students with deaf-blindness. Collaboration with two other California State Universities — Long Beach and Fullerton — will allow access of teacher candidates at these institutions to course content specifically geared to the instruction of students having multiple disabilities. In this way the project will impact a much larger number of Level I and Level II teacher candidates. The project will support 10 teachers per year, a total of 40 for the entire project. Program features include coursework reflecting best educational practices for the target population, quality fieldwork experiences to apply acquired skills and knowledge, support from a cohort approach, financial support, mentorship with Master level teachers, and hands-on access to a variety of teacher resources. The anticipated outcome of the project is to help train highly skilled advanced level teachers who will serve as change agents and future mentors to other trainees.

Grant Number: H325E000033

Partnerships: Building Routes to Success for Non-Credentialed Teachers in New York City Public Schools

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Beginning Date: 9/01/00
Ending Date: 8/31/04

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Purpose: There is an acute shortage of certified special education teachers in New York City and New York State. In addition, there is an urgent need to address the under-representation of African-American and Hispanic special education teachers relative to the minority student population in special education classes. Minority teachers serve as role models for minority children and youth, and enrich the school and community with their personal knowledge of both the heritage and the issues facing culturally and linguistically diverse groups. Bank St. College has developed a graduate Special Education program to prepare non-credentialed minority teachers currently teaching in New York City (NYC) Public Schools to become highly qualified, credentialed teachers.

Method: Project funding will provide scholarships covering 90% of tuition for 10 minority special education teachers who lack credentials to become fully certified. In partnership with a number of New York City Public School districts, Bank St. College will recruit and select highly motivated African-American and Hispanic teachers who meet Bank St.'s admissions criteria. Project funding will also provide special support to retain these students, enabling them to graduate with Masters degrees in special education and New York State certification, while maintaining their teaching positions in the New York City Public Schools. The comprehensive Special Education Teacher Preparation Program at Bank St. College combines theoretical and practical course work in addition to one full year of supervised fieldwork in New York City schools teaching children and youth with disabilities. Bilingual Special Education is integrated in the Special Education Program. A special emphasis is on working effectively with parents, with multidisciplinary teams, and with colleagues teaching in inclusive classrooms. Each of the two groups of ten students will be admitted as a "cohort" and group activities, both academic and advisory, will be planned to foster collaborative learning and peer support. Trainees will be required to commit to working in the New York City Public Schools for two years for each year of tuition assistance they receive.

Grant Number: H325E000034

Project Nexus

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Beginning Date: 8/01/00
Ending Date: 7/31/04

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Purpose: The goals of this project are the following: 1) to recruit, retain, graduate, and provide specialized education to 40 bilingual undergraduate students from culturally diverse backgrounds; 2) to develop competencies of all speech-language pathology graduates to provide a high quality of service to low-income, minority, and limited English-speaking individuals; 3) to provide trainees the opportunity to provide service to speech-language pathologists in low-income minority communities, thus providing numerous opportunities for the trainees to learn about the scope of practice, ethics, how clinicians deliver services in the absence of assessment, and treatment materials for limited English and minority communicatively handicapped children; 4) to ensure that the bilingual trainees from culturally diverse backgrounds complete the bachelor's degree, and acquire the necessary knowledge and skills to enter and complete the master's degree in speech-language pathology and audiology; and 5) to insure that the trainees achieve a passing score on the California Basic Educational Skills Test (CBEST).

Method: This project is devoted to the recruitment of students at the undergraduate level to bring larger numbers of the target populations into the program. Recruitment will concentrate on unclassified sophomores and juniors and re-entering students (graduate and undergraduate) from other majors and professions. Only undergraduates and students seeking a change from another profession are targeted because it is necessary to recruit students at the undergraduate level to ensure a larger pool of bilingual applicants for admission into the graduate program. The four-year project will assist two groups of undergraduate students through the two-year undergraduate program. Each group will be made up of 20 students. Trainees will enroll in the required courses for the bachelor's degree and participate in practica with limited English and minority communicatively impaired individuals. The project will prepare 40 bilingual culturally diverse students to enter the graduate program to complete the entry-level requirements for employment in speech-language pathology. When the 40 trainees accept the positions in the schools, each trainee will deliver service to 40 communicatively impaired children per year resulting in 1,600 children per year or 16,000 children in 10 years.

Grant Number: H325E000035

The Long Beach Paraeducator Partnership Project

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Beginning Date: 1/01/01
Ending Date: 12/31/04

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Purpose: The primary goal of this four-year project is to provide a comprehensive training program leading to a teaching credential for paraeducators from the Long Beach Unified School District in southern California. This

program will assist paraeducators in providing better services to children with disabilities from culturally and linguistically diverse families, while preparing the paraeducators to become fully qualified and certified teachers of special education.

Method: Program enhancements comprise four major objectives. First, the training group will be diversified through the recruitment of 60 paraeducators, 67% of whom (40) are members of underrepresented populations, including paraeducators with disabilities and paraeducators who are members of an ethnic or racial minority group. Secondly, the existing curriculum will be substantially refined in order to provide multiple pathways leading to the completion of a preservice bachelor degree and special education teaching credential. Thirdly, recognizing the diversity of the paraeducators and their individual needs, extensive support will be provided to assure their ability to remain in the program to its completion. Lastly, a vital linkage with the existing Education Specialist Internship Program for new classroom teachers will be established, to provide continued support once the participants are in the classroom.

Grant Number: H325E000036

Project EXCEL (Enhancing Excellence in Community and Education Leaders)

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Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: MaryAnn McDermott
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Purpose: This project will: 1) increase the number of special education certified teachers in Mississippi who are uniquely qualified to address issues of early childhood special education, particularly with ethnically diverse groups, by providing opportunities for them to have financial assistance and/or scholarships; 2) develop and evaluate, for replication, the process of infusing nationally recognized standards (current K-12 certification NCATE and state-approved program) of early childhood special education practices into existing special education preparation programs; and 3) integrate university-based academic coursework and practical field-based experiences using a theory-to-practice model.

Method: Project EXCEL is a collaborative partnership between Tougaloo College, a private Historically Black College, and Willowood Developmental Center. The project was developed to address the shortage of quality trained special education teachers in the state of Mississippi. Tougaloo's 100% passing rate on the PRAXIS exam series makes it uniquely positioned to supply special education teachers, focusing on early childhood special education issues, to the state of Mississippi. Project EXCEL , through Tougaloo College, will increase the number of African American teachers who have special education certification with an emphasis in early childhood special education. Project EXCEL will specially target and give preference to minority students preparing to become teachers. This effort will expand the pool of African American teachers who closer reflect the population they will be serving, that is African American children with special needs. Willowood Developmental Center is Mississippi's only preschool accredited by the State Department of Education which serves typically developing children and children with disabilities in an inclusive environment. The funds provided for Project EXCEL will support ten scholarships per year for four years, as well as innovative and unique field-based experiences at Willowood Development Center as the professional development school. The curriculum has a "theory-to-practice" orientation with coursework sequentially linked to practica in an authentic, real world setting. Thorough evaluation of techniques and methods will be conducted at the end of the year for validation and dissemination purposes.

Grant Number: H325E000037

Project T.A.P.E.R.S.: Training Adapted Physical Educators in the Rural Setting

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Beginning Date: 8/15/00
Ending Date: 8/14/04

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Purpose: North Carolina Agricultural and Technical State University (NCA&TSU), with its Department of Health, Physical Education, and Recreation (HPER), will implement this project to train personnel who can provide quality physical education services, including early childhood adapted physical activities, for all individuals with disabilities in a variety of settings.

Method: As a response to the need for qualified culturally diverse special education personnel, including adapted physical education specialists, the project will achieve the following objectives: 1) train personnel from diverse backgrounds who can provide quality physical education programs, for all individuals with disabilities in a variety of education settings; 2) recruit and train underrepresented and diverse minorities, including individuals with disabilities; and 3) increase the retention rate of program students and adapted physical education specialists in the field, especially in rural areas. The project will train 40 full-time and 20 part-time students who will serve approximately 3,440 students with disabilities per year in public or private schools after graduation. The project will graduate 60 adapted physical education specialists with a Master of Arts in Physical Education and a concentration in Adapted Physical Education. After training, they will be able to serve as direct service providers, consultants, or resource persons in adapted physical education.

Grant Number: H325E000040

Transdisciplinary Teaming: Linking Graduate Personnel Preparation in Early Intervention, Early Childhood, and Related Services

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Beginning Date: 8/01/00
Ending Date: 7/31/04

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Purpose: The University of Alabama at Birmingham (UAB) has developed a preservice preparation model that will increase the quantity, quality, and diversity of early intervention, early childhood, and related services personnel prepared at the graduate level to serve young children with low-incidence disabilities and their families. The program involves the collaborative efforts of UAB faculty who represent the Schools of Education (the Departments of Special Education and Curriculum and Instruction); Allied Health Related Professions (the Departments of Occupational Therapy and Physical Therapy); Nursing; and the Civitan International Research Center, Alabama's University Affiliated Program (UAP).

Method: Young children with low-incidence disabilities and their families representing diverse backgrounds require teams of personnel from a variety of disciplines with skills in transdisciplinary teamwork, collaboration,

family-centered and culturally sensitive approaches, instructional and assistive technology, and effective strategies for promoting inclusion. This project incorporates innovative design features to meet the following critical needs: 1) a comprehensive early intervention/early childhood special education (ECSE) program leading to teacher licensure in ECSE with an emphasis in low-incidence disabilities (10 students per year over a four-year period totaling 32 ECSE students); 2) a component for general early childhood educators (ECE) who will join the ECSE and related service students by completing a 10-credit specialization in working with children with low-incidence disabilities (three per year for four years); and 3) a related services component that emphasizes young children with low-incidence disabilities in the graduate programs of physical therapy, occupational therapy, and nursing (36 students, three per year from each discipline for four years). The primary mechanism to ensure ongoing and effective collaboration will be a team comprised of representatives from multiple disciplines and family members. Students will gain transdisciplinary team experience through core coursework and fieldwork. Team learning will be promoted as students and faculty members work together, share expertise, and collaborate to serve young children with low-incidence disabilities and their families. The project will involve extensive collaborative efforts with professionals from local agencies (e.g., practicum sites) in rural and urban settings, state agencies (e.g. lead agencies for Part C and Part B-619), other colleges, universities, and agencies involved in personnel preparation throughout the state.

Grant Number: H325E000041

Preparation and Retention of Special Education Teachers in a Rural Area

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Beginning Date: 8/01/00
Ending Date: 7/31/04

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Purpose: This project will increase the number of culturally and linguistically diverse (CLD) special education teachers in the rural, desert region of Imperial County, California, the poorest and fastest growing county in the state. Over 42% of current special education teachers are teaching without full certification. Further, just over one-fourth of the county's 149 credentialed special education teachers are from CLD backgrounds, compared with over 88% of the children, primarily Latino, that they serve. With no special education credential program in the region, the 17 districts of the county have had to depend on: 1) the willingness of teachers to commute to San Diego, 100 miles or more from their homes to enroll at San Diego State University's (SDSU's) main campus, and/or 2) the good will of the faculty at the SDSU campus in San Diego to import programs of special education credential preparation to the region.

Method: This program utilizes the Internship Credential, an alternative credential option that the state has provided to improve the quality of non-credentialed teachers while at the same time shortening the time involved in their attaining full credential status. The bachelor's degree and post-baccalaureate teacher credential program involves a highly collaborative partnership that encompasses SDSU, its branch campus in Imperial County, the region's school districts, its Special Education Local Planning Area, and the California Commission on Teacher Credentialing. The project will provide teacher preparation under the auspices of an alternative credential option, as well as assist the Imperial Valley campus to institutionalize the program through development of its own state-approved credential program and through the hiring of its own special education tenure track-faculty. In these ways, it will address both the immediate and long-term teacher supply needs within this rural region.

Grant Number: H325E010006

Preparing Instructionally Strategic, Competent Educators in Special Education

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Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Victoria Mims
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Purpose: Through Project PISCES (Preparing Instructionally Strategic, Competent Educators in Special Education), North Carolina Agricultural and Technical State University will recruit, train, graduate, and retain ethnically and culturally diverse personnel who can provide quality services for students with high-incidence disabilities in a variety of urban special education settings.

Method: Project PISCES is designed to achieve the following objectives: 1) educate, train and graduate 40 qualified special education teachers; 2) recruit teachers from underrepresented populations, including teachers with disabilities; 3) develop and demonstrate an effective collaboration preparation model between local education agencies and the university; 4) feature the validated STEAMS model as an example of a field-based training approach; 5) provide cross-cultural field-based experiences in urban classrooms; and 6) increase the retention rate of program participants via support mechanisms and professional development opportunities. The project will: 1) develop a support system to assist preservice teachers with the passage of PRAXIS exams, the use of technology in instruction, and the implementation of culturally responsive strategies and research-based curriculum and pedagogy; 2) reduce the attrition rate via a lifelong special education mentoring program; and 3) identify additional competencies needed to work effectively with high-needs diverse students with disabilities in urban classrooms. The project will address these concerns through components in courses, assignments, professional development opportunities, and two-week summer institutes.

Grant Number: H325E010013

Project BRIDGE (Building Reading Instruction in Diverse Groups in Education)

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Beginning Date: 8/15/01
Ending Date: 8/14/05

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Purpose: The goals of Project BRIDGE (Building Reading Instruction for Diverse Groups in Education) are to: 1) increase the numbers of undergraduate students from minority backgrounds who are accepted into graduate programs in communicative disorders and special education, and 2) educate speech-language pathologists (SLPs) and special educators in a collaborative model in the competencies essential to facilitate literacy development in all children.

Method: The goals will be accomplished by: 1) recruiting and retaining special education and speech-language pathology students from diverse cultural/linguistic backgrounds; 2) educating all participants in literacy issues related to children with learning disabilities and children from culturally/linguistically diverse backgrounds; 3)

developing course curriculum and practical experiences that will address knowledge and skills in the areas of decoding, comprehension, and metacognitive monitoring/learning strategies; and 4) involving participants in a collaboration with reading specialists and classroom teachers to draw on the expertise of the entire professional team in designing appropriate learning strategies. At least 26 full-time undergraduate students majoring in special education or speech pathology will receive bachelor's degrees and will be eligible for admission to master's degree programs. Fourteen graduate students in speech pathology and 40 part-time graduate students in special education will receive master's degrees. An additional 150 undergraduate and 86 graduate students in speech pathology will receive training benefits as a result of infusion of literacy information throughout their coursework.

Grant Number: H325E010014

Minority Institutions: Collaborative Augmentative and Alternative Communication (AAC) Services in Inclusive Settings

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Beginning Date: 10/01/01
Ending Date: 9/30/05

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Purpose: Severe shortages of qualified speech language pathologists and special educators with training on augmentative and alternative communication (AAC) are noted in the public schools throughout the U.S., with even larger deficits in urban and multicultural school districts. The Department of Special Education at San Francisco State University has developed a four-year project to prepare teachers and speech language pathologists (SLPs) to serve students with AAC needs in inclusive urban schools.

Method: Specific project objectives include: 1) to design a multidisciplinary AAC specialization area for the low-incidence certification programs (severe multiple disabilities/physical impairments) and the SLP program, which emphasizes coursework and practica in multicultural inclusive settings; 2) to increase the number of teachers and SLPs who are qualified to provide AAC services in inclusive classrooms; 3) to recruit and retain well-qualified service providers from under-represented groups to this program; and 4) to prepare well-qualified service providers from all backgrounds to improve educational access for culturally diverse students served in inclusive classrooms who have AAC service needs. Graduate trainees in existing special education and SLP programs will add six additional semester hours of academic coursework and a 120-hour practicum in order to complete the specialization emphasis. The project trainees will also participate in field-based experiences in AAC service delivery in inclusive classrooms. It is anticipated that up to 15 individuals (10 graduate students and 5 practicing professionals) will be trained each year, for a total of 75.

Grant Number: H325E010018

Preparing Leadership Personnel from Underrepresented Groups to Serve Diverse Populations

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: The Howard University Department of Communication Sciences and Disorders will conduct a timely and innovative project to prepare underrepresented minorities as future leaders in the field of speech-language pathology to improve services for children with communication disabilities in culturally and linguistically diverse populations. The project will prepare doctoral-level researchers and academicians to: 1) conduct research leading to the understanding of the specific needs of children from diverse populations and the competencies to address those needs, and 2) provide instruction for development of these competencies in training programs.

Method: Over four years, the project will produce six well-trained doctoral graduates who will assume research and faculty positions. Training will focus on didactic coursework; apprenticeships, which are practicum experiences gained through partner collaborations; interdisciplinary courses; and mentoring. Apprenticeships will provide experiences in a variety of agencies such as schools, academic institutions, professional organizations, and government agencies to develop skills in research, teaching, and collaboration. The project will be sufficiently comprehensive to provide students with advanced academic and leadership competencies with a specialization in child language disorders. The program requires completion of 53-61 credits in several curriculum components: 1) core courses, 2) specialization seminars, 3) interdisciplinary courses, 4) language and computer technology, 5) doctoral leadership seminars, 6) Preparing Future Faculty courses, and 7) dissertation research. An aspect of training unique to this project is faculty preparation. Specific preparation for the roles and responsibilities of faculty positions will be acquired through the University's Preparing Future Faculty Program. Doctoral Leadership Seminars are another innovative feature of the project. These will ensure that students complete the doctoral program and enter careers in academia well-informed of the demands.

Grant Number: H325E010024

Field-Based Master's Program in Special Education for New Teachers in Chicago

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Beginning Date: 6/01/01
Ending Date: 5/31/05

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Purpose: Northeastern Illinois University (NEIU), in partnership with the Chicago Public Schools, will prepare 50 new teachers to fill vacant special education positions by providing a master's degree program and cross-categorical state certification in special education. This project addresses the extreme shortage of special education teachers in the Chicago Public Schools through an innovative field-based program designed to bring diverse professionals new to the field of teaching into the urban schools.

Method: Following a rigorous and cross-categorical state certification procedure, participants will be placed as full-time interns in the Chicago Public Schools while they earn their master's degrees and fulfill the state competencies for teacher certification (State of Illinois Learning/Behavior Specialist I Certificate) over a two-year period. Participants will complete their program through a combination of traditional university coursework and extensive field-based supervision and instruction. Field-based training will be provided by university field supervisors, who will support and monitor participants in their classrooms over the two-year training period. Interns will also be mentored by experienced special educators at their schools as part of a new teacher induction program established by the Chicago Public Schools. In addition to addressing the immediate and critical need for special educators in the city, the project will allow NEIU to build capacity by helping to establish a permanent field-based program option at the master's level in the Department of Special Education. The project will serve the anticipated on-going need of Chicago and its surrounding districts for well-trained and certified special educators, especially those of minority backgrounds.

Grant Number: H325E010026

Qualifying Nontraditional and Underrepresented Teachers for Urban Multicultural Special Education Classrooms

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Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Anne Smith
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Purpose: The California region suffers from a critical shortage of fully credentialed special education teachers to work in urban schools with culturally and linguistically diverse (CLD) children with mild-moderate disabilities. This project will recruit and qualify 40 to 60 candidates from nontraditional and underrepresented populations, including persons with disabilities, to receive their special education credential (mild-moderate) and master's degree with an emphasis in urban multicultural special education.

Method: This field-based internship program will offer an alternative route to teacher certification for untapped groups including paraprofessionals, substitutes, regular educators, retired military, urban service corps and Teach for America members, parents of exceptional children, career changers, early retirees, and downsized workers. Candidates will be recruited from those who already live and work in the region, including ethnic minorities, second-language speakers, and the disabled. The project will address: 1) recruitment of candidates from nontraditional and underrepresented groups; 2) provision of significant financial assistance for 40 to 60 project interns over a four-year period; and 3) implementation of an innovative, interdisciplinary, on-the-job training program with immediate employment and no loss of salary.

Grant Number: H325E010028

Preparation of Teachers for Learners with Severe Disabilities Including Deafblindness from Culturally and Linguistically Diverse Urban Populations

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Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Victoria Mims
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Purpose: This Hunter College master's degree program is a response to the critical shortage of preservice training programs to prepare teachers of learners with severe disabilities (including deaf-blindness) from vast culturally, linguistically, and ethnically diverse backgrounds in the New York metropolitan area. This project will train a total of 32 full-time and 26 part-time students, increase the supply of well-qualified teachers, and expand and improve the content of the current program.

Method: Four new courses will be added: "Educational Implications of Learners Who Are Deaf-Blind"; "Strategies and Curriculum Adaptations for Learners with Low-Incidence Disabilities: Visual Impairment, Deaf-Blindness, and Severe/Multiple Disabilities"; "Functional Language and Culture of Learners with Low-Incidence Disabilities"; and "Reading and Writing for Students with Learning Disabilities, for those not in LD Specialization." The model will consist of the following components for each year: 1) theoretical coursework within the Hunter Department of Special Education using the NCATE/CEC Standards model (37 credits); 2) integration of field experience with coursework (110 hours); 3) two intensive practicum experiences in general education settings with learners who have a range of severe disabilities including deaf-blindness from diverse cultural and language backgrounds (approximately 700 hours); 4) on-site observations by the faculty field supervisor of the preservice teachers; 5) four-way conferences conducted twice each semester with the Hunter faculty field supervisor, the general education teacher, special education supervisor, and the student teacher to evaluate the performance of the Hunter student; 6) participation by former graduate students in a mentoring program for current students; and 7) partnerships with families in the practicum component.

Grant Number: H325E010033

Associate of Arts Degree in Paraeducation with An Emphasis on Special Education

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Beginning Date: 6/01/01
Ending Date: 5/31/05

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Purpose: The White Earth Tribal and Community College (WETCC), in collaboration with Minnesota State University-Moorhead (MSUM), will implement a certificate/Associate of Arts degree for paraeducators in accordance with the mission of WETCC, which is to prepare the residents of the Reservation and Native Americans in the region for increased opportunities for employment and incomes that provide a better life for their families.

Method: Public schools on the White Earth Reservation, in addition to a Bureau of Indian Affairs (BIA) school and three off-reservation schools, will participate in this program. The data shows that the majority of the teachers in all of the schools are European Americans and have not had the training or experience with the culture, language, or attitudes needed to work effectively with Native American children with disabilities, their parents, and their communities. Trained paraeducators with a Special Education emphasis will greatly enhance the classroom milieu for the students and teachers. The Associate of Arts degree will be aligned with the Special Education program at MSUM, a collaboration that will assure that students can matriculate into the MSUM special education teacher-training program. This collaborative project will include the administration and staff of the participating schools, MSUM faculty, and the parents of the children with disabilities. The objectives are to: 1) provide high quality preparation; 2) recruit and support 15 Native American students with a 100% retention rate; 3) maintain liaison with participating schools/university; 4) achieve a 50% matriculation rate; and 4) institutionalize the program.

Grant Number: H325E010040

Preparing Leaders in Multicultural Urban Special Education (Project MUSE)

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Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Robert Gilmore
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Purpose: This project will serve national/state leadership personnel needs by: 1) targeting individuals from minority and other underrepresented groups who show promise for careers in higher education; 2) increasing the number of doctoral-level personnel; 3) preparing professionals to train teachers who will serve culturally and linguistically diverse children; and 4) preparing professionals to conduct research in urban multicultural special education.

Method: This project will address the critical shortage of special education doctoral programs in the California region, particularly for those who seek careers as teacher educators serving culturally and linguistically diverse learners (CLD) with mild/moderate disabilities. The project will address these major objectives with the following activities: 1) recruit and provide financial assistance for 9 to 12 qualified candidates, including persons with disabilities, from diverse cultural and ethnic backgrounds who will assume leadership roles in university settings; 2) in collaboration with local school districts, implement an innovative interdisciplinary leadership training model to prepare teacher educators to serve CLD learners in urban schools and to integrate general and special education in teacher preparation programs; and 3) prepare minority group research leaders in special education who can contribute to the research on effective programs for CLD students.

Grant Number: H325E010045

Preparing Special Educators to Be Experts in Implementation of the California Reading Initiative in Language Diverse Communities

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Beginning Date: 7/16/01
Ending Date: 7/15/05

OSEP Contact: Grace Zamora Durán
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Purpose: In its attempt to address the needs of approximately 30 to 40 percent of children who have significant difficulty learning to read and thus are likely to be referred to special education, the state of California created the California Reading Initiative. The purpose of this project is to prepare a minimum of 40 special education teachers from underrepresented groups to become leaders in the inclusion of all children in implementation of this most important initiative. Santa Clara University will build on recently developed partnerships with local schools that serve a significant proportion of students from minority groups currently overrepresented in special education, have a significant number of students reading below the 24th national percentile, and have students who demonstrate notable antisocial behavior.

Method: The project will recruit and retain candidates from underrepresented groups, giving preference to Latinos and individuals with disabilities. These candidates will receive specialized training in the skills necessary to implement the California Reading Initiative, so that they will be effective consultants to general education teachers to facilitate school-wide literacy, prosocial skills, and positive behavior support. To receive this training, candidates will become interns in partnership schools, will be mentored by master Reading Initiative trainers, and attend a specialized Character and Literacy summer camp. Upon graduation, candidates will receive the California Mild/Moderate credential and Masters of Arts degree while continuing employment in their language diverse community.

Grant Number: H325E010048

Project HELPS: Helping Educators Learn Praxis Skills

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Beginning Date: 6/01/01
Ending Date: 5/31/05

OSEP Contact: Joseph Clair
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Purpose: The purpose of Project HELPS is to increase the number of African-American preservice teachers who will be certified to teach special education classes at the elementary, middle, and secondary grade levels in the State of Mississippi.

Method: Nationally, there is a growing trend to use standardized testing and competency tests as state-mandated criteria for admitting entry into the teaching profession, resulting in a significant number of African-Americans and other minorities not receiving certification. Project HELPS will recruit and retain preservice special education teachers, through early intervention in the academic training of 30 sophomore special education majors and

development of faculty of the College of Arts and Sciences and College of Education. Two components designed to bring about significant intervention and change in the pass rate of special education majors on Praxis are: 1) teacher education faculty development designed to critically examine current teaching content, methods, and clinical experiences; and 2) student development to include intensive motivation sessions, focus group sessions, technical writing sessions, Praxis workshop sessions, and tutorial services. Student mentors who have successfully passed Praxis will be used extensively with both the teacher education faculty development and student development.

Grant Number: H325E010050

Reducing Attrition and Increasing Special Education Minority Teachers (Project RAISE-MT)

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Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Joseph Clair
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Purpose: The Department of Exceptional Student Education (DESE) at Florida Atlantic University (FAU) will conduct Project RAISE-MT for 30 masters-level minority students using a professional development school model. By the end of the four-year project, a total of 30 students will receive masters degrees in ESE in one of the following specialization options: learning disabilities, mental retardation, emotional handicaps, varying exceptionalities, English for Speakers of Other Languages (ESOL), reading, and early childhood special education.

Method: Project RAISE-MT will work closely with the Broward and Palm Beach school districts, which are among the most diverse counties in the country. Each district will identify 6 to 10 Professional Development Schools (PDSs) with the heaviest concentration of minority, multicultural faculty who are serving similar students with disabilities. At each school, minority exceptional student education (ESE) and general education (GE) teachers will be offered tuition-free coursework for the masters degree as well as a stipend. Regular and alternative admission criteria will be used. Students will initially complete the Clinical Educator Training as part of their program, which is required training in Florida for teachers who supervise interns or student teachers. A series of nine one-credit seminars will be developed, which address teacher effectiveness and pertinent multicultural issues. Project RAISE-MT will use research-based curriculum and pedagogy and provide a mentoring system to enhance student retention and success.

Grant Number: H325E010053

Educational Administration Guided Leadership Experiences

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: This project will prepare eight doctoral students to successfully complete 72 hours of course work toward an Ed.D. in Educational Administration and Leadership, with a special emphasis in Special Education.

Method: In addition to a rigorous study of educational administration and leadership, these students will be required to study and exhibit thorough knowledge in special education and related subject areas. Students will participate in experiential learning such as: 1) active membership in special education professional organizations; 2) planning, organizing, and conducting an annual colloquium on special education-related administrative and policy issues; 3) practical training in disability advocacy, disability research, school-community partnership, grass-roots outreach, and empowerment activities implemented by university-based institutions such as the Center for Disability and Socioeconomic Policy Studies and the Center for Research on the Education of Students Placed at Risk; and 4) internship at a special education administrative division within any of the five school districts in the Washington, D.C. metropolitan area (D.C. Public Schools, Prince George's County Public Schools, Montgomery County Public Schools, Alexandria Public Schools, and Fairfax County Public Schools). Trainees will emerge as well-qualified administrators who can enhance and provide special education and related services; effectively work with culturally and linguistically diverse urban sub-populations, particularly infants and children with special needs and their families; and integrate state of the art research knowledge and skills and put them to use in their day-to-day administrative work.

Grant Number: H325E010055

Providing Competent Special Educators for Urban Schools

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Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Anne Smith
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Purpose: This project addresses the critical shortage of qualified teachers prepared to serve urban learners with mild, moderate, and severe disabilities. It addresses this shortage through a comprehensive approach to teacher education in which school and university general and special educators work collaboratively to recruit teachers from culturally and linguistically diverse backgrounds, prepare them to serve urban learners with disabilities, and provide support as they learn to teach. The project will provide a promising alternative to hiring underqualified teachers in urban schools through a one-year graduate program that accelerates the credential process.

Method: The project will be implemented by California State University - Northridge (CSUN) in partnership with the Polytechnic (Poly) School Family in the Los Angeles Unified School District, a cluster of 16 elementary schools, two middle schools, one high school, and one alternative high school. Specific objectives of the project will be to: 1) increase the number of fully credentialed special education teachers from culturally and linguistically diverse backgrounds through innovative recruitment strategies, and a program that accelerates the credential process and provides financial and academic support; 2) improve the preparation of urban school special educators through a standards-based program in which university and K-12 general and special education faculty work together to increase teacher candidates' competencies in serving learners diverse in culture and language; and 3) increase the retention of program graduates in teaching, through a support system that includes cohort participation in seminars and on-site coaching by school and university personnel. Special education teacher candidates, diverse in language and culture, will be recruited as a cohort and progress through core courses together with elementary and secondary teacher candidates. Competencies that emphasize the education of culturally and linguistically diverse students will be infused curriculum, taught collaboratively by university and K-12 general and special educators, and linked to field experiences in inclusive urban schools. Support will

be provided to teacher candidates through financial assistance and individualized advisement and mentoring. Upon program completion, teacher candidates will earn a Preliminary California Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities as well as a Cross Cultural, Language, and Academic Development Certificate (CLAD). It is anticipated that this project will reduce the need for emergency credentialed teachers by recruiting and graduating over a four-year period a total of 80 teachers from diverse backgrounds who are qualified and competent to serve special education students in urban schools.

Grant Number: H325E010059

Preparation of Diverse Second-Career Personnel to Teach Individuals with Moderate to Severe Disabilities

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: California State University at Dominguez Hills, in collaboration with the Los Angeles Unified School District and Los Angeles County Office of Education, will implement and evaluate a preservice program for the preparation of teachers from culturally and/or linguistically diverse backgrounds and individuals with disabilities. A total of 60 preservice teachers will teach about 760 similarly diverse students with moderate to severe disabilities (moderate to profound mental retardation, multiple disabilities, autism, and emotional disturbance).

Method: The objectives of this interagency, collaborative project are as follows: 1) implement a high-quality collaborative preservice program for the preparation of second-career individuals to work with diverse students with moderate to severe disabilities; 2) recruit and provide opportunities for 60 personnel from minority groups (African Americans, Asian/Pacific Islanders, and Hispanic Americans) or with target language competencies and/or disabilities to receive preservice training in moderate to severe disabilities and to earn a teaching credential and complete a major portion of the coursework for a Masters of Arts degree in Special Education; 3) attain 100% enrollment of culturally and linguistically diverse candidates and those with disabilities in the program; and 4) attain a 100% retention rate of trainees throughout the program and during the first year of employment following training. A total of 60 preservice teachers will complete course work, including hands-on, individualized, field-based practicum experiences. As a retention and support strategy, trainees will be assigned to university and school-district mentors who will provide assistance and guidance during the program and the first year of employment. After completing the program, candidates will be eligible for a Moderate/Severe state teaching credential and an M.A. degree in special education.

Grant Number: H325E020011

Project Affirm: Preparation of SLPs from Underrepresented Groups

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Beginning Date: 8/01/02
Ending Date: 7/31/06

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Purpose: This project will increase the number of highly trained American Speech, Language and Hearing Association-certified speech language pathologists (SLPs) from underrepresented groups who have the training, commitment, and experience to provide high quality speech and language services to underrepresented minority children in urban settings.

Method: This collaborative project between Xavier University of Louisiana and the University of Northern Iowa (UNI) will prepare individuals to successfully complete graduate school with the emphasis of attaining clinical practica hours, coursework, and externships specifically geared to underrepresented children from urban settings. By the end of the project, 18 individuals will have successfully completed the graduate degree, six students will have completed their first year of graduate school, and six students will have completed their undergraduate degree and will be enrolled in UNI's graduate program.

Grant Number: H325E020012

Program to Reduce Critical Teacher Shortage and Improve Literacy for Minority Children with Disabilities

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Beginning Date: 8/19/02
Ending Date: 8/18/06

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Purpose: This project will reduce a critical elementary teacher shortage, especially minority teachers of children with mild/moderate disabilities in California, and will improve instructional services to minority children with disabilities. The project targets the following issues: severe shortage of qualified teachers, early literacy, minority and urban issues, family involvement, and coaching.

Method: The project will accomplish the following activities: 1) recruit, prepare, and graduate 40 qualified mild-moderate disabilities teachers, with an emphasis on the recruitment of minority candidates for grades K-6; 2) implement a field-based, culturally relevant preparation program that provides inclusive education in urban schools with over 70% minority enrollment; 3) provide increased preparation in early literacy, family involvement, multicultural, and urban issues; 4) implement sustainable field-based collaboration that complements local training activities and provides on-site coaching; and 5) monitor, evaluate, and institutionalize program features, strategies, and outcomes to assure effectiveness and future support.

Grant Number: H325E020018

Project Horizonte

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Beginning Date: 8/01/02
Ending Date: 7/31/06

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Purpose: This project will train 20 bilingual Spanish-speaking graduate students in speech-language pathology and audiology. This four-year program will assist two groups of students through the two-year graduate program.

Method: The project will accomplish the following: 1) recruit, retain, graduate, and provide specialized education to 20 bilingual graduate students in speech-language pathology from culturally diverse backgrounds; 2) develop competencies of speech-language pathology graduates to provide a high quality of service to limited and non-English speaking communicatively impaired children and youth in Spanish; 3) ensure that the bilingual trainees complete the master's degree, and acquire the necessary knowledge and skill to deliver bilingual services in speech-language pathology or audiology; 4) ensure that the trainees achieve a passing score on PRAXIS (the national examination in speech-language pathology); and 5) provide education and practice in conducting and publishing research. These 20 trainees, upon completion of the master's degree, will each serve approximately 40-50 children per year, thus serving 800-1000 students with speech, language, and hearing disabilities per year.

Grant Number: H325E020024

Partnership Preparation of Urban Special Educators

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Beginning Date: 7/01/02
Ending Date: 6/30/06

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Purpose: This project will increase the number of fully credentialed special education teachers and also respond to program gaps and weaknesses by adding, adapting, and modifying coursework to increase program emphasis on postsecondary transition planning.

Method: The project involves a close partnership with two large urban school districts: Sweetwater Union High School District and San Diego Unified School District. Student enrollments in both districts are highly diverse, with 85% and 71% of the respective students being of minority and traditionally underrepresented backgrounds. Two cohorts of 26 trainees each will be recruited primarily from new students entering the traditional teacher credential program, from emergency permit and/or waiver teachers, and from special education paraprofessionals. They will matriculate through a two-year program of alternative credential preparation and spend the second year of this preparation employed as internship teachers. The Internship Credential in California is an alternative credential option that requires an explicit partnership between the participating district(s) and a university. Intern teachers receive support and assistance from both university and district mentors/support providers while

teaching in their own classrooms and completing credential coursework over the two-year credential preparation time. They receive full pay as well as salary and tenure credit for the time in which they are employed under Internship Credentials. This program will extend competencies in the area of transition planning within the context of urban schools. These new competencies will be infused into existing coursework, and will be emphasized in a new one-unit course on transition. The Council for Exceptional Children's Performance-Based Standards for Transition Specialists will be adopted as the core competencies for this sequence.

Grant Number: H325E020031

Project INSPIRE (Inclusive Natural Settings Promote Instructionally Relevant Education)

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Beginning Date: 9/01/02
Ending Date: 8/31/06

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Purpose: Project INSPIRE (Inclusive Natural Settings Promote Instructionally Relevant Education) will conduct a professional preparation leadership training program to improve the quality of physical education for learners with disabilities, from birth to adulthood, by preparing doctoral-level professionals who represent ethnic, cultural, and linguistic minorities and the disability culture as researchers, pedagogists, and collaborators with the skills to train adapted physical educators and general physical educators.

Method: A total of five disabled full-time and five part-time culturally, ethnically, linguistically, and diverse trainees will receive a Ph.D. degree and be nationally Certified Adapted Physical Educators. The four major program goals are to use a research-based, pedagogical approach so trainees will be able to: 1) demonstrate competencies needed to interact effectively with culturally and linguistically diverse learners, particularly learners living in poverty, and their families; 2) conduct family-based and school-based research regarding the impact of quality adapted physical education on learners with disabilities and their families; 3) develop state-of-the-art pedagogical skills and collaboration skills, including the use of technology, to facilitate communication; and 4) prepare trainees to collaborate as part of a transdisciplinary team of parents and professionals to serve students and their families in the most natural environment.

Grant Number: H325E020033

Project PUSH: Preparing Urban Special Hires

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Beginning Date: 9/01/02
Ending Date: 8/31/06

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Purpose: Project PUSH (Preparing Urban Special Hires) will educate, train, and graduate 30 qualified special education candidates from underrepresented populations, including candidates with disabilities.

Method: Project PUSH will be located at North Carolina Agricultural and Technical State University (NCA&TSU), a historically black institution in Greensboro, North Carolina. The project will develop and demonstrate an effective collaboration preparation model between local education agencies and NCA&TSU. The project will also provide cross-cultural field-based experiences in urban communities and classrooms. Program participants will be retained via support mechanisms and professional development opportunities. A specially redesigned program will be offered to candidates willing to pursue an undergraduate degree in cross-categorical special education at NCA&TSU coupled with a commitment to participate in a yearly two-week Urban Education Summer Institute.

Grant Number: H325E020037

Recruitment and Retention of Students in Speech Pathology and Audiology: Project Fastforward

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Beginning Date: 8/15/02
Ending Date: 8/14/06

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Purpose: Project Fastforward will address the underrepresentation of persons trained to meet the speech, language, and hearing needs of children from culturally and linguisticly diverse backgrounds. Additionally, this project will recruit, retain, and train students, particularly African Americans, in Speech-Language Pathology to provide services to these groups.

Method: The project will accomplish the following: 1) recruit students for the undergraduate program in speech-language pathology; 2) retain 20 full-time junior- and senior-level high-achieving students in speech-language pathology; 3) implement the undergraduate curriculum with special emphasis on speech and language needs of persons from culturally and linguistically diverse groups; and 4) provide two seminars annually that address specifically the unique needs of culturally and linguistically diverse groups. Project Fastforward will serve as a foundation for speech-language pathology majors to gain the necessary skills to become speech-language assistants and/or enroll in the graduate school of choice. At the end of the project period, a total of 40 trainees will be qualified to provide services as SLP assistants to approximately 2,000 children with speech, language, and hearing problems and will have the necessary credentials and grade point averages to enter a graduate program.

Grant Number: H325E020038

Culturally Responsive Early Intervention in Assistive Technology Training (CREATT)

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Beginning Date: 8/01/02
Ending Date: 7/31/06

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Purpose: Culturally Responsive Early Intervention in Assistive Technology Training (CREATT—pronounced "create") is an innovative approach to effective service delivery for young culturally and linguistically diverse (CLD) children with disabilities such as dual sensory, motor, cognitive, and/or communicative disorders. This model training program emulates best practices in early intervention and will train and graduate a total of 30 early intervention specialists in assistive technology (AT).

Method: The strategies of this model program include the following: 1) training professionals from CLD and disabled groups; 2) creating interdisciplinary and transdisciplinary teams of AT early intervention specialists (e.g. speech-language pathology, educational technology, early child development, and other related disciplines); 3) promoting family-centered and culturally responsive service delivery models; 4) providing a research-based curriculum in the classroom and in natural settings (homes, clinics, schools, childcare centers, etc.) that integrates training and practice; 5) providing a high-quality interdisciplinary Master's-level training program, which meets requirements for professional certification and licensure; 6) graduating master clinicians and educators exemplifying a level of cultural competency that supports the needs of culturally and linguistically underserved families of children with low-incidence disabilities; 7) establishing mutually beneficial university, school, and agency partnerships that promote team teaching, interdisciplinary practicum training, and collaboration in diverse settings; and 8) establishing a support network through professional and peer mentorships that increases retention and decreases attrition of culturally and linguistically diverse trainees. It is anticipated that graduate trainees will serve 225 culturally and linguistically diverse children with disabilities in schools, child care centers, and clinics during their first year of clinical practice/teaching and a total of 450 children by the end of their second year. Graduate trainees will engage in thesis research and will play a critical role in the dissemination of information through professional presentations, parent workshops, and publications.

Grant Number: H325E020041

Community Partners II: Collaborative Preparation of Students with Emotional and Behavioral Disabilities

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Beginning Date: 8/01/02
Ending Date: 7/31/06

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Purpose: The Community Partners II project will support 60 part-time students each year with anticipated graduation rates of 12 to 17 students per year. This project will work to: 1) prepare special education and general education teachers to provide best practices for students with emotional and behavioral disabilities (EBD) or students at risk of being EBD; 2) provide a program leading to documented outcomes demonstrating improvement in practice; 3) increase the number of licensed special education EBD teachers by recruiting qualified students from under-represented populations; and 4) collaborate with the model program for EBD students being developed in Durham County as part of the State Improvement Grant and with the Re-Education program at Wright School.

Method: This project will allow the collaborative partnership work of North Carolina Central University (NCCU), Wright School Re-Ed Center (mental health facility) and Durham Public Schools to continue by focusing on the two sites as model programs for training EBD personnel for the region and state. NCCU, a historically black college and university, with a strong commitment to preparing teachers for schools with diverse populations, has worked closely with Durham Public Schools. The project will support tuition stipends, books,

ing on the two sites as model programs for training EBD personnel for the region and state. NCCU, a historically black college and university, with a strong commitment to preparing teachers for schools with diverse populations, has worked closely with Durham Public Schools. The project will support tuition stipends, books, practicum stipends, and conference travel for students in a master's degree program in EBD. All graduate students in the program will have an internship in one of the demonstration program sites, either the Positive Behavior Support Center or Wright School.

Grant Number: H325E020043

Project Diversity: Recruiting and Training Culturally Diverse Students in a Full-Time Interdisciplinary Bilingual/ESL Special Education Undergraduate Program

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Beginning Date: 8/01/02
Ending Date: 7/31/06

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Purpose: Project Diversity will: 1) develop a new collaborative bilingual and English as a Second Language special education undergraduate program; and 2) recruit and train 68 culturally diverse special educators to serve limited English proficient students with special learning needs.

Method: The program will use the cohort model where students proceed through the program as a group and develop strong peer support through shared experiences consisting of the same coursework, intensive field experiences, strong teacher mentor and faculty mentor support, and enrichment meetings to allow group reflection and problem solving. The program of study is based on an interdisciplinary professional preparation model, which combines resources from the Department of Special Education, the Department of Multicultural Education, and the Department of Literacy Education.

Grant Number: H325E020047

Project TEACH: Teachers as Advocates for Children of (Diverse) Heritage

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Beginning Date: 9/01/02
Ending Date: 8/30/06

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Purpose: This project will prepare 35 currently under-certified teachers, particularly from underrepresented populations, to more effectively work with culturally and linguistically diverse (CLD) students (especially African American and Hispanic students) with special needs.

Method: Participants will earn a master's degree in special education in the Collaborative Teacher Program and certification in English as a Second Language (ESL), as well as expertise in literacy. This combination of training will prepare participants to meet the many challenges of students with disabilities and/or students who are at risk for school failure. The project will recruit and retain 35 general educators, particularly from underrepresented populations; fund them as they progress through the project to become more effective in working with CLD students with special needs and their families; and prepare them to be competent in special education, ESL, and literacy.

Grant Number: H325E020061

Project Embrace

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Beginning Date: 7/01/02
Ending Date: 6/30/06

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Purpose: This four-year project, Project Embrace, embraces the issue of recruiting and retaining African American, Hispanic, and Filipino master's-level educators of culturally and linguistically diverse young children with disabilities in inclusive settings.

Method: This project will target and prepare 40 African American, Hispanic, and Filipino educators to obtain the Masters of Art in Pre-Elementary Education with a specialization in Early Childhood Special Education. Priority will be given to males. The project will address the critical shortage of African American, Hispanic, and Filipino master's-level special education teachers in classrooms for children with disabilities in the Virginia public school systems who have the necessary knowledge, skills, attitudes, and understanding of culturally and linguistically diverse young children with disabilities in inclusive settings and the knowledge and skills to foster appropriate access to and achievement in the general education curriculum which is aligned with Virginia's Standards of Learning.

Grant Number: H325E020065

Preparing the Special Education Professoriate of Tomorrow: A Doctoral Program for Expert Competencies in Research and Teacher Education

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Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Robert Gilmore
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Purpose: The University of Miami (UM) Ph.D. program will prepare special education doctoral students for research/teaching positions in universities in the United States. The program will prepare 10 special education scholars who will be highly qualified for positions as college or university professors of special education.

Method: This project addresses the increasing need for academic leaders in special education to fulfill all requirements of the professoriate by demonstrating: 1) in-depth knowledge in a specific area of their discipline; 2) excellent scholarship and research skills; 3) high potential for establishing a research program; and 4) exemplary teaching competencies. The project will involve doctoral students in an integrated program of coursework, research apprenticeships, mentoring, and scaffolded teaching experiences. Trainees will affiliate with one of four focus areas: learning disabilities and reading, behavioral and emotional disabilities, family issues, or special education policy. The three-year doctoral program includes: 1) four doctoral seminars emphasizing the cognitive and psychological foundations of high-incidence disabilities, effective intervention research, family and

multicultural issues, and special education policy; 2) a rigorous sequence of courses in research methods, statistics, and qualitative data analysis; 3) mentoring for submitting a student-initiated grant proposal; 4) experience co-teaching a special education course; 5) three rotations on large-scale research or special projects in special education; 6) presentations at regional and national conferences; and 7) a dissertation that will set the stage for their early career research program. Research experience in many related areas (e.g., autism, early childhood special education, adolescent psychopathology) is also available to students in the program through rotations on projects of other participating UM faculty spanning several departments (e.g., Pediatrics, Psychology, Sociology) and representing many different research perspectives. The program will actively recruit students representing the ethnic diversity of South Florida, including individuals of African-American, Haitian, Hispanic, Asian, and Native American descent as well as individuals with disabilities.

Grant Number: H325E020076

TEACH: Providing Post-Baccalaureate Certification in LD, BD, or MR

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Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Ray Miner
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Purpose: The Teaching All Children (TEACH) project will respond to the critical shortage of special education teachers in Georgia by increasing the number of special education teachers certified to teach students with learning disabilities, behavioral disorders, or mental retardation. TEACH project graduates will also be prepared to instruct students from culturally and linguistically diverse backgrounds.

Method: This project will accomplish the following: 1) recruit and prepare 28 students for post-baccalaureate certification in learning disabilities, behavioral disorders, or mental retardation; 2) develop and implement a certification program that prepares teachers to address issues pertinent to cultural diversity, with a particular emphasis on African-American students with disabilities; and 3) establish support systems for the retention of new teachers. The Exceptional Education Program at Clark Atlanta University, which is a historically black university in Atlanta, Georgia, is the only program offering post-baccalaureate certification and graduate degrees in special education within a 180-mile radius of Atlanta.

Grant Number: H325E020078

Project AIMED (American Indian Masters Degree)

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Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Betty Baker
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Purpose: The University of Texas - El Paso (UTEP) in western Texas will implement Project AIMED (American Indian M.A. degree) to train highly qualified educators to serve American Indian students with disabilities. The

purpose of this project is to recruit and train 40 teachers to provide culturally and linguistically appropriate educational programs to students with disabilities who are American Indian, and to graduate qualified educators who will implement a high-quality bilingual special education program on four different American Indian reservations: the Tigua of western Texas, the Tortugas of southern New Mexico, the Apaches of eastern Arizona, and the Apaches of eastern New Mexico.

Method: These three states share certification standards so project graduates will be able to obtain certification from their own state. To meet the urgent needs of these rural isolated and impoverished communities, this project will implement the following innovative components: 1) establish outreach community-based courses on the Mescalero and San Carlos reservations; 2) provide financial support, mentorship, tutoring, and leadership opportunities to project participants; 3) provide coursework and interactive experiences in the school communities and with families; 4) continue collaboration with the University of Arizona, which provides specific coursework on the linguistics of Indian languages; and 5) conduct an annual institute, which will rotate each year to a different targeted reservation.

84.325F
National IHE Faculty Enhancement Center to Improve Results for Children with Disabilities in School

Grant Number: H325F010003

Peabody IRIS (IDEA and Research for Inclusive Settings) Center for Faculty Enhancement

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: The Peabody IRIS (IDEA and Research for Inclusive Settings) Center for Faculty Enhancement will assist college faculty to better prepare general education teachers, administrators, school counselors, and school nurses who have key roles in educating students with disabilities. Experts in content and delivery will create or further develop an array of materials for course enhancement, to be delivered through a variety of media. Partnership with Peabody's Learning Technology Center will expedite applications of IRIS content through technologies.

Method: The project will identify eligible programs, participants, needs, and resources to develop and disseminate course enhancement materials and modules. Continuous input from needs assessments and focus groups of stakeholders, consumers, and content experts will ensure the relevance and usability of topics. This process will also involve: incorporation of IDEA requirements, reviews of research and development literature in target disciplines, analysis of content of current textbooks, evaluation of available materials, and identification of valid course materials developed by faculty members in constituent disciplines. Materials developed will be field tested to evaluate their effectiveness and use. The project will also provide technical assistance and training through a variety of formats to ensure use of the materials.

Products: IRIS will create and implement a comprehensive national resource for faculty who are teaching preservice courses in general education, school administration, school counseling, and school nursing, resulting in new graduates who can meet the needs of children with disabilities. Modules and enhancement materials will be delivered generally through the IRIS web site and specifically to IRIS participants. Mentoring, content assistance, and technology facilitation will ensure participant use of materials. Multiple dissemination/adoption strategies (including a partnership with the largest educational publisher) will also ensure use of IRIS content by faculty who teach targeted courses.

84.325G

CENTER FOR EDUCATING AND PROVIDING EARLY INTERVENTION SERVICES TO CHILDREN WITH AUTISM AND AUTISTIC SPECTRUM DISORDERS

Grant Number: H325G020003

Center for Training Personnel to Provide Evidence-Based Educational Services to Students with Autism Spectrum Disorders

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Beginning Date: 1/01/03
Ending Date: 12/31/07

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Purpose: This project creates a center to increase the capacity of local school districts to meet the needs of students with autism spectrum disorders (ASD) through training, materials preparation, and dissemination. The Center is a consortium of professionals dedicated to improving educational services and the quality of life for students with ASD. The five universities and one education institution that make up the consortium represent professionals from across the United States who have had great success in creating positive outcomes for students with ASD and their families and in facilitating change in public schools.

Method: The Center will meet the goal of building capacity through a series of activities, including: 1) synthesizing the extant research data and summarizing evidence-based practices into documents that are accessible to different groups of consumers; 2) implementing in-depth site-based training in geographically diverse model centers across the country, including on-going follow-up and consultation as part of the training; 3) implementing a range of regional and national training opportunities; 4) developing and supporting educational materials for different groups of consumers, including families, teachers, paraprofessionals, and instructors at institutions of higher education who are preparing the next generation of educational professionals; and 5) working with diverse groups of consumers to evaluate training and dissemination efforts and to integrate this feedback into program modifications.

Products: After thorough literature reviews and creation of synthesis documents, the project will begin a series of site-based training activities that will involve over 200 local school districts and all state education agencies. These training activities will be based on the strong foundation of evidence-based practice and will be tailored to meet the needs and unique circumstances of individual trainees. Information and data developed through the Center will be disseminated to consumers through networks that are accessible, that are efficient, and that capitalize on technology.

84.325H
Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities

Grant Number: H325H000003

Project STARRS: Standards-Based Training and Retention of Rural Special Educators

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This project will train special education candidates to teach pupils with high-incidence disabilities from poor rural Ozarks communities throughout south-central and southwest Missouri.

Method: Project STARRS is a consortium including the College of Education's Reading, Special Education and Instructional Technology Department (RST) at Southwest Missouri State University (SMS) in Springfield, Missouri; its sister SMS West Plains campus (located in West Plains, Missouri); and seven partner rural school districts (Cabool, Fair Play, Miller, Sheldon, Shell Knob, Springfield, and Wheaton.) Project objectives to meet the absolute priority are: 1) develop, improve, and implement preservice teacher programs in special education in order to best meet the diverse educational needs of students with high-incidence disabilities; 2) expand established partnerships between SMS's College of Education and the seven rural public school districts to include other LEAs; 3) recruit preservice nontraditional students from underrepresented populations, including students with disabilities and minority groups; 4) ensure that project graduates will accept teaching positions that involve serving students with disabilities in high-poverty rural areas; and 5) develop effective strategies for initial employment and advancement of individuals with disabilities within the project. In an attempt to augment the overall number of certified special education teachers in rural school districts, a comprehensive Teacher Training component will also be established. A total of 36 students will be recruited to complete their preservice teacher education at the undergraduate level and obtain special education certificates by the end of the project. To ensure that the STARR graduates have successful careers in special education, a five-year mentoring program will be provided to support new teachers as they begin their special education careers within rural communities in the Ozarks. Special education courses will be delivered via asynchronous instruction (online Web-based courses) and synchronous (ITV and interactive videoconferencing) between the Springfield and West Plains campuses.

Grant Number: H325H000013

Project Wayokiya: Train 25 Lakota Special Education Teachers

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This project will refine the Oglala Lakota College special education teacher preparation program by implementing school-based collaboration, culturally and linguistically relevant instruction and curriculum, and increased family involvement. Teacher trainees will be from the Lakota tribe who can use the native language and culture of the children to reinforce learning and who will stay on the reservation to continue to serve the children.

Method: The project will recruit, support, and graduate 25 Native American exceptional education teachers to work with Lakota children with disabilities. It will establish and maintain a "professional school" in exceptional education through collaboration of college and school district personnel. Practicum opportunities and course-work models will help provide collaboration among parents, general and special educators, related services personnel, and other school staff.

Grant Number: H325H000022

Interprofessional/Transition Education for High Incidence Disabilities Personnel Preparation Project

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: The goal of this project is to develop interprofessional training opportunities for preparing preservice education and related services personnel to provide secondary special education and transition services to students with high-incidence disabilities (including specific learning disabilities, behavior disorders, and mental retardation). This program will address the critical need for development of personnel preparation to train special education and related services personnel to advocate for and serve adolescents with disabilities in secondary education systems, community-based transition support roles, and adult services that encourage self-determination.

Method: The project will provide preservice interprofessional/transition training to 75 special education, education, and related services professionals (25 trainees per year) who will provide improved transition services to students with disabilities. Existing transition coursework for special educators will be expanded to include an emphasis on interprofessional practice. Participating special education students will complete requirements for

three transition courses and a seminar related to interprofessional skills while working toward certification or licensure in their respective fields. Involvement of a consumer advisory board will facilitate adoption of strategies for recruitment of underrepresented groups and for placement and support of graduates in underserved rural and urban areas of Kansas. Involvement of a management team that includes representatives from relevant disciplines will ensure institutionalization of the interprofessional/transition training. The project will help to alleviate the severe and chronic shortages of special education and related services personnel reported by the Kansas State Department of Education (1998) and addresses CSPD and State Improvement Plan priorities for personnel development in transition. The project will also provide special education and related services personnel a sharper focus on the school's responsibility for planning and implementing transition services for those students most at risk for dropping out of school—students with mild disabilities.

Grant Number: H325H000031

Migrant/Special Education Training Project

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Beginning Date: 9/01/00
Ending Date: 8/30/03

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Purpose: This project, based on the state's Comprehensive Specialized Personnel Development (CSPD) plan and the input of individuals with disabilities and their families, addresses the chronic shortages of trained special educators with underrepresented backgrounds who are qualified to work with migrant and diverse students with disabilities and their families. It includes effective strategies for recruiting trainees from underrepresented populations (including individuals with disabilities), placing them in jobs in which they serve students with disabilities in high-poverty areas, and employing and advancing qualified individuals with disabilities.

Method: Trainees will take courses in special, migrant, bilingual, and multicultural education; engage in field experiences that provide them with opportunities to work in settings reflecting wide contextual and student diversity; work in cooperative groups; respond to case studies; learn about inclusion and technology; and develop professional portfolios and a commitment to professional development. The project will develop and disseminate a variety of training materials to prepare special educators to work with migrant students with disabilities and their families. Project staff and trainees also will maintain a Migrant/Special Education World Wide Web site to promote a discussion of issues related to the special education needs of migrant students as well as share information and resources about these issues.

Grant Number: H325H000033

Teaching for Access to Standards and Curriculum (TASC) by Building Capacity and Expanding Diversity

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Beginning Date: 8/21/00
Ending Date: 8/20/03

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Purpose: This project focuses on increasing the supply and enhancing the quality of professionals serving students with mild to moderate disabilities. Teaching for Access to Standards and Curriculum by Building Capacity and Expanding Diversity (TASC) will create options for professional development and teacher preparation that reach four distinct types of persons who deliver and support instruction in the general curriculum for students with high-incidence disabilities: 1) for teachers certified in areas other than special education, the option is full-time study; 2) for persons outside the profession who wish to become special educators, there is an alternate route to certification; 3) for practicing teachers, part-time study for skills enhancement is provided; and 4) for preservice general education majors, this project provides a combined cohort participation.

Method: Project activities will address these priorities: 1) increasing collaboration across departments and agencies; 2) engaging participants in extensive field-based experiences in high-need, high-poverty settings; 3) offering flexible enrollment and professional development models, including the use of Web-based technologies, to reach underserved and underrepresented populations; and 4) emphasizing research-based pedagogy to improve teachers' skills for supporting the academic achievement of students with high-incidence disabilities, including students from culturally and linguistically diverse backgrounds. Each year approximately 40 students will be selected for participation in the CRT, Alternate Route, and Skills Enhancement programs. Candidates will be seeking a certificate in special education with endorsements in learning disabilities, social/emotional disorders, and educable mental retardation. The project will increase recruitment activities targeted at minority candidates and persons with disabilities. One of the critical aims of recruitment will be to target practicing teachers who wish to become change agents in their schools. Graduates of the undergraduate and graduate programs will provide critical support for general educators attempting to make the curriculum accessible, and will teach the general curriculum content to students even if those students are not educated primarily in the general education classroom. Beyond supporting model teacher preparation programs, Project TASC will establish ongoing mutually beneficial relationships with six of the highest-need school districts identified by the state of Illinois.

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Grant Number: H325H000044

Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities

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Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Betty Baker
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Purpose: The Graduate College of Education at the University of Massachusetts - Boston and the Institute for Community Inclusion (University Affiliated Program) will expand an established preservice graduate program that will prepare both special and general secondary education teachers to meet the diverse needs of students with high-incidence disabilities in urban high schools. The project will increase the supply of qualified secondary teachers from traditionally underrepresented populations who are skilled at assisting students with high-incidence disabilities in gaining access to and making progress in the general curriculum in general education classes.

Method: The project will: 1) implement a unified graduate course of study that utilizes research-based promising content and pedagogy to prepare future teachers to assist students with disabilities in gaining access to and making progress in the high school general curriculum in general education classes; 2) recruit, train, mentor, and graduate 24 graduate students, of whom 26 percent are from traditionally underrepresented groups, with a graduate degree in Special and General Education on the secondary level; 3) develop a minimum of five urban high schools as professional development sites, which will include training of a cadre of master teacher at each site in current best pedagogy and on how to serve as mentors for students in field-based experiences; 4) build capacity of the university Career Placement Services to secure job placement of program graduates to serve students with disabilities in urban school districts in Massachusetts (e.g., Boston, Malden, Worcester, Framingham, Brockton); 5) disseminate project material including processes and outcomes statewide and nationally; and 6) conduct ongoing formative program evaluation activities to ensure that the project is achieving stated goals and objectives. The project will recruit participants from two populations: 1) individuals of different race, disability, and culture who have been underrepresented in the teaching profession; and 2) individuals from the private sector or educators who are working in general and special education who currently are not qualified to serve students with disabilities at the secondary level.

Grant Number: H325H000054

Improving Outcomes for Students with High Incidence Disabilities Through Accountable and Reflective School Psychology Practice

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: The Department of Psychology at Western Michigan University will develop an improved specialist (Ed.S.) degree program to prepare school psychologists to serve students with, or at risk for, high-incidence disabilities. Currently, demand for school psychologists substantially exceeds supply.

Method: The project will: 1) train students in assessment and intervention methods that emphasize accountable and reflective practice; 2) ensure that the training program is effective in producing desired outcomes; 3) recruit eight high-quality students per year, with special emphasis on recruitment of members of historically underrepresented groups; 4) mentor each student to provide support and information regarding program requirements and student performance; and 5) assist students in obtaining employment following graduation. Over the three years of the project, 24 students (eight per year) will receive training that is consistent with the standards of the National Association of School Psychologists and in accordance with Michigan's State Improvement Plan to enhance services for students with disabilities. By forging consultative relationships that assist teachers, parents, and other caregivers in preventing and treating the problems characteristic of children with, or at risk for, high-incidence disabilities, graduates can positively influence the treatment of a great number of young people and their caregivers.

Grant Number: H325H000058

Multidisciplinary Native American Collaboration Project: Preparing Related Services Personnel to Serve Native American Children with High-Incidence Disabilities

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: The Multidisciplinary Native American Collaboration Project (MNACP) will implement preparation of related services personnel in three disciplines to serve Native American children with disabilities in schools throughout California and the southwestern United States. The project addresses shortages in related services personnel and weaknesses in their preparation to serve this population, using field-based training opportunities, specialty seminars, and a unique summer institute to extend the impact of the training. MNACP addresses the significant need for culturally responsive service to Native American children in rural isolated and urban poverty areas identified or at risk of misidentification for special education, and to their parents. Integral to this mission is the use of culturally compatible thinking and problem-solving skills.

Method: The objectives of this project are: 1) to recruit, retain, and graduate 12 appropriately trained and fully qualified related service personnel in school psychology, counseling, and rehabilitation counseling committed to serving Native American children and youth with disabilities; 2) to implement program content that includes a culturally relevant and research-based curriculum and pedagogical knowledge base, culturally appropriate assessment and interventions, and culturally affirmative parent involvement; 3) to provide multidisciplinary and collaborative cooperation with field sites with Native American populations; 4) to enable related service personnel to make collaborative and systemic changes on behalf of Native American children with disabilities; 5) to extend that knowledge to 24 other preservice personnel through summer institutes; and 6) to monitor the effectiveness of the model and to disseminate useful strategies. Weekly seminars will develop the professional skills needed to appropriately address the issues of Native American children with disabilities. Each year, all students will participate in field experiences on school sites with Native American populations and work with the extended parenting communities in surrounding rural reservation communities.

Grant Number: H325H000060

Project INTERFACE 2000: Interdisciplinary Preparation of Bilingual/ESL Learning Disabilities Teachers and Diagnosticians

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Beginning Date: 8/15/00
Ending Date: 8/14/03

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Purpose: Project Interface 2000 will recruit and train 25 to 30 educators to serve Hispanic and Native American students with special learning needs.

Method: Personnel trained in Project Interface will be able to assume the role of educational diagnostician and/or teacher of limited English proficient/bilingual students with learning disabilities in a variety of educational settings. This competency-based program of study will be provided through an interdisciplinary collaborative effort between the Department of Special Education, Rehabilitation and School Psychology; the Department of Language, Reading, and Culture; the Department of Teaching and Teacher Education; and the Department of English. The project provides students with: 1) a preservice program with course work in special education, learning disabilities, bilingual education, and English as a second language (ESL) that reflects the use of current research-based assessment and intervention practices; 2) a variety of public school experiences in high-poverty urban/rural schools involving the provision of services to students from culturally and linguistically diverse backgrounds with learning disabilities in inclusive and other settings; 3) experiences in interdisciplinary clinical and academic settings with Hispanic and Native American students with learning disabilities; and 4) experiences involving collaboration and consultation with general and bilingual educators to meet the educational needs of Hispanic and Native American students with learning disabilities in general and bilingual education classrooms. Approximately 25 to 30 students will graduate with either a Master's or Educational Specialist degree and be ready to assume roles as fully qualified special education teachers with bilingual/ESL/multicultural expertise. Personnel will be prepared for three roles needed in public schools: 1) bilingual special educators; 2) special educators with an endorsement in ESL; and 3) bilingual educational diagnosticians.

Grant Number: H325H000067

Linking Performance Based Outcomes in Preparing Out-of-Field Special Educators

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Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: Bonnie Jones
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Purpose: This project will prepare out-of-field teachers of students with disabilities in high-poverty urban areas and will address the chronic shortage of qualified certified teachers in special education in the nation, especially

in the state of Florida. The goals of the project are three-fold: 1) to graduate at the end of the three-year period at least 40 fully qualified out-of-field teachers teaching in urban/poverty schools with masters degrees and/or certification in varying exceptionalities who are prepared to meet the diverse needs of students with high-incidence disabilities; 2) to develop strategies to link performance-based outcomes as evidence of the project participants' competence, including improved outcomes of students with high-incidence disabilities in diverse urban/poverty settings; and 3) to develop and sustain an on-going collaborative partnership among the University of Central Florida, FDLRS (Florida Diagnostic Learning and Resource System), and participating school systems in the development and implementation of an alternative competency/field-based preparation model leading to certification/and or a masters degree in varying exceptionalities from the University of Central Florida.

Method: Particular emphasis will be placed on the refinement and implementation of procedures for the recruitment of out-of-field teachers in urban settings who will commit to completing a masters degree and/or certification with continued employment in serving students with high-incidence disabilities. Special attention and effort will be made to recruit from underrepresented populations, including out-of-field teachers with disabilities as well as persons from culturally and linguistically diverse backgrounds. This preparation program will have two foci: 1) the teacher as a practitioner, and 2) the teacher as a researcher. A field-based preparation model will be developed and implemented which will include competency-based relevant coursework, applied field experiences in the participants' classrooms, on-going support through feedback and coaching at the school site, mentoring by experienced teachers, technology-enhanced course delivery in order to reduce face-to-face class time, and credit for relevant prior experience and training. Emphasis will also include preparing teachers as researchers through the infusion of research competencies and requirements in the curriculum to focus on gathering child change information through action research projects, single subject design child change projects, and on-going monitoring of student achievement in the participants' classrooms. A component of the project will involve developing and implementing on-going performance-based assessment strategies to document the effect of the training model on competency development. These strategies will include portfolio assessment, documentation of performance and competency acquisition during the on-the-job internship, and on-going self-reflection about personal professional practice. Strategies will be incorporated into the preparation model which address the requirements and standards of the National Board for Professional Teaching Standards.

Grant Number: H325H000068

Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities

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Beginning Date: 1/01/01
Ending Date: 12/31/03

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Purpose: The primary goal of this project is to prepare special education teachers with an expertise in emotional and behavioral disabilities (EBD).

Method: The project, which expands the current master's program in special education, will recruit 10-15 preservice or practicing teachers yearly, provide tuition and stipends for 10 students per year, and graduate 25 teachers during the three years of the project. Participants will: 1) be recruited in cooperation with Seattle metropolitan area schools; 2) be recruited from diverse cultural and linguistic groups and/or individuals with disabilities; 3)

do their practicum studies in high-poverty areas; and 4) agree to a four-year commitment to teach children with EBD. To assist these teachers in meeting Washington State's endorsement standards, the project will conduct a program focusing on six core areas: 1) collaboration with school, families, and community agencies; 2) multicultural competence; 3) reform curriculum and instructional excellence; 4) advanced assessment and intervention technology; 5) effective educational practices for students with EBD; and 6) social skill instruction and classroom management. The program will involve cooperating school districts, families, and Washington State's Department of Special Education. Courses and practica will model multidisciplinary collaboration. Program improvements will be institutionalized into the master's program so that they can continue after the initial three years of the project.

Grant Number: H325H000069

The Emotional Disturbance/Autism Project for Teachers

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project will enhance personnel preparation and availability of qualified teachers to serve children with emotional disturbance or autism (ED/A).

Method: The project addresses all three competitive preferences: 1) aggressive strategies for recruiting students from underrepresented populations, including students with disabilities; 2) active recruitment of participants from high-poverty districts, and provision of incentives for participants to commit to teach in those districts; and 3) active recruitment of qualified individuals with disabilities to be employed by the project. Project components include: recruitment of certified special education teachers to pursue endorsement in ED/A, particularly those from traditionally underrepresented populations and special education teachers in high-poverty urban areas and rural areas; summer training to provide nine credit hours of SWT graduate courses in ED/A, which meet the requirement for ED/A endorsement; ongoing training during participants' first year of teaching students with EBD; and support to encourage retention, including incentives for participants to teach in high-poverty areas, on-site supervisory visits from project personnel, trained mentors from previous project years for each induction-year participant, and training for administrators who have classes for students with SED or autism on their campuses. As a result of this project, 72 generically certified special education teachers will receive Texas endorsement in Emotionally Disturbed (SED).

Grant Number: H325H000087

Preparation of Bilingual (Spanish-English) Speech-Language Pathologists and Paraprofessionals to Serve Preschool and Elementary-Aged Children with Communication Disorders

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Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: MaryAnn McDermott
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Purpose: This training program will impact present and future needs for well-qualified, Spanish-English bilingual speech-language pathologists (SLPs) and speech-language pathology assistants to serve preschool and elementary-aged school children with speech and/or language disorders.

Method: This training project represents a collaborative effort of Arizona State University, Scottsdale Community College, the Arizona Department of Education/Exceptional Student Services, and five Arizona elementary school districts. The project will provide 16 speech-language pathology trainees with bilingual-emphasis course work, and 20 speech-language pathology assistant trainees with bilingual-emphasis lectures that are integrated within existing course work. The "Speech-Language Pathology Assistant" is a paraprofessional position with students earning an Associate of Applied Science (A.A.S.) degree. The "Speech-Language Pathologist (SLP)" is a professional position with students earning a Master of Science (M.S.) degree. For both training levels, course content is systematically linked to community-based field experiences in school districts serving impoverished children whose primary language is Spanish. All project trainees will develop appropriate levels of expertise in the areas of: 1) Spanish speech and language acquisition; 2) bilingual language acquisition and instructional strategies for second language acquisition; 3) speech and language assessment and intervention with Spanish-speaking and Spanish-English bilingual children; 4) cultural awareness and serving linguistically and culturally diverse children; and 5) collaborative design and delivery of speech and language services. Speech-language pathologist trainees will complete requirements for their Master's degree in communication disorders and, pending completion of their clinical fellowship year, be eligible for ASHA certification in speech-language pathology.

Grant Number: H325H000090

Fostering Teacher Excellence (FTE): Celebrate Teaching

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This project is a collaborative partnership among several departments within the University of Florida to provide a multidisciplinary teacher preparation program for special and general education prospective teachers. The project is an outreach project that will extend the principles of the Unified Elementary program to

school-based elementary, secondary, special education, and related services personnel. On completion, teachers will earn a master's degree in a high-incidence area and qualify for state certification in special education.

Method: The program consists of research-validated curriculum and pedagogical knowledge and practices. It will provide field-based training in schools with a wide student diversity, including high-poverty schools. Courses will be delivered through a variety of approaches, including the Internet and summer institutes. Trainees will be drawn from groups traditionally underrepresented in the teaching profession, including individuals from minority cultures and those with disabilities.

Grant Number: H325H000095

Bilingual Rural Inclusive Development for General and Exceptional-Educators (BRIDGE)

Project Director: Peterson, Patricia J.; Gilmer, Jim; Medina, Catherine
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Beginning Date: 8/15/00
Ending Date: 8/14/03

OSEP Contact: Robert Gilmore
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Purpose: BRIDGE (Bilingual Rural Inclusive Development for General and Exceptional-Educators) is a field-based collaboration in special and general education between Northern Arizona University (NAU) and Arizona rural school districts with a focus on training teachers to serve children with high-incidence disabilities from Native American (Navajo and Hopi) and Mexican-American backgrounds.

Method: Over the three years of the project, BRIDGE will train 40 preservice bilingual special education Masters Degree students to improve results for rural culturally/linguistically diverse exceptional (CLDE) students with high-incidence disabilities. In addition to receiving a Masters Degree in Special Education with an emphasis on serving CLDE Students, BRIDGE graduates will be eligible for Arizona Special Education Cross-Categorical Certification and will qualify for provisional Endorsement in English as a Second Language. The project will develop and implement a distance education master's degree program with delivery via the Web and Interactive Instructional Television (IITV), as well as on-site supervision of practicum/internship experiences so that rural teachers can remain in their local communities while participating fully in the masters degree program in special education. BRIDGE will ensure that both special education and general education professionals possess the specific knowledge, skills, and competencies necessary to design and implement highly effective programs for rural CLDE children with high-incidence disabilities, with a focus on inclusive collaborative methods of delivering special education services.

Grant Number: H325H000096

High-Incidence Disabilities of Culturally and Linguistically Diverse Learners

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: The major focus of this project will be to prepare at least 20 special education teachers at the graduate level who are specifically prepared to work with culturally and linguistically diverse exceptional learners with high-incidence disabilities. The graduates of this program will help ease the critical shortage of special education teachers, especially those who are prepared to teach culturally and linguistically diverse exceptional learners with high-incidence disabilities. This critical shortage of appropriately prepared teachers is intense in South Texas, especially in the economically depressed area along the Texas-Mexico border. Of the student body, 95.2 percent are of Hispanic origin, and potentially 10 to 12 percent of these ethnic minority children may need special education services.

Method: This masters-level degree program at the University of Texas - Pan American (UTPA) will allow participants to focus on high-incidence disabilities. Those who successfully complete the program will qualify to sit for the Texas teacher certification exam in special education. This certification will qualify the participant to teach students with high-incidence disabilities of mental retardation, learning disabilities, and emotional disturbance.

Grant Number: H325H000097

Communication, Language, and Literacy: Improving Personnel Preparation to Serve High Incidence Disabilities

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: The major goal of this project is to recruit and prepare 24 graduate students over a three-year period in bilingual speech language pathology who will acquire the competencies necessary to work effectively in inclusive settings with educators who serve children with high-incidence disabilities and their families.

Method: This project will recruit, support, and prepare graduate students completing their appropriate endorsements and certifications in a culturally competent, language- and literacy-focused model of service delivery. The model focuses on family-directed, culturally competent consultative services to young children with high-incidence disabilities and their families by working with educators in inclusive education and community-based preschool settings. Preservice level training will target: 1) development of competencies that distinguish disabilities associated with language impairments from language differences for English-language learners; 2) enhancement of language and literacy learning during the preschool years for all children; and 3) culturally competent service delivery that includes direct experience with a family-directed, collaborative, consultation model of team-based

interactions in planning and implementation of supports and services in inclusive settings with educators and families. The project will respond to established priorities by: 1) implementing innovative strategies to recruit and train highly qualified students with disabilities and/or from different cultural and language backgrounds, and rural and/or inner city locations; 2) coordinating and expanding existing training in cultural competence, language and literacy learning, second-language acquisition processes and team-based planning with families and collaborative implementation in inclusive settings with preschool educators and community-based resources; 3) developing diverse off-campus practica sites; 4) establishing job-placement/follow-up plans to link graduates with existing openings in inner city and rural locations in Colorado and the surrounding region; 5) evaluating effectiveness of recruitment, training, and follow-up placement; and 6) utilizing information and resources gained from the project to support Colorado State Department of Education efforts to establish policies and procedures relevant to preservice and inservice training for high-incidence populations, including children from different cultural and language backgrounds.

Grant Number: H325H000099

Preparation to Reduce Teacher Shortage, Improve Emerging Literacy, and Reduce Student Dropouts

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Beginning Date: 8/21/00
Ending Date: 8/20/03

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Purpose: This project will reduce an acute special education teacher shortage and will correct weaknesses in instruction, resulting in improved student literacy and a reduction of school dropouts. This project recognizes that three issues need correcting: 1) the teacher shortage in special education results from an increased demand in general education, high teacher attrition rates, and low enrollment in teacher credential programs; 2) literacy, while recently receiving renewed attention in elementary grades, has had scant attention at the middle and high school grades where there are the largest concentrations of identified special education students; and 3) limited access to knowledge continues to thwart efforts at successful inclusion in the upper grades, and statewide dropout rates are highest in urban centers and among youth with disabilities. This project focuses on the preparation of upper grade teachers (6-12) and is consistent with Education Secretary Riley's emphasis (1999) on increasing student skills, sense of connection, and parent involvement at the secondary school levels.

Method: Project activities will include: 1) recruit, prepare, and graduate 32 qualified mild-moderate disabilities teachers with emphasis on middle and high school; 2) provide preparation in literacy, family involvement, culture/language, dropout prevention, and urban issues; 3) implement a school-based program, partnered with urban secondary schools, and assisted by a family resource center; 4) provide sustainable school-based training complemented by Comprehensive System of Personnel Development activities; and 5) monitor and institutionalize program features, strategies, and outcomes to assure effectiveness and future support.

Grant Number: H325H000100

Improving the Preparation of Personnel to Serve Children with High Incidence Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project will reduce a severe shortage of fully licensed special education teachers and increase the number of qualified Native American special education teachers. The project will provide special education courses for teachers, teacher aids/instructional aids, staff, and administrators to assist with the delivery of education to students with multiple learning disabilities and the obvious effects of alcohol abuse. The project will further prepare the teacher training students with a quality special education and mentoring program that will supplement the existing teacher training efforts and implement specific provisions addressed in the Fort Peck Tribal Education Code. The Code states that education must be effective, appropriate for, and relevant to the reservation and help prepare students to perpetuate the tribes.

Method: The first priority for the implementation of the Code includes the establishment of a Tribal Tracking System. Stage I includes the tracking of enrolled members in the K-12 grade levels. Data will be collected from the five school districts. Stage II will include the collection of data from birth to death of all tribal enrolled members residing on the Fort Peck Reservation. The project will include the delivery of methods and material courses through the interactive television system from Rocky Mountain College to complete requirements for a Bachelors Degree in Elementary Education. In addition, the project will provide an endorsement in Special Education through an interactive television system delivered by Montana State University (MSU)-Billings, the only institution in the state of Montana that offers special education programs and degrees. A "Learning Development" master program will also be delivered through an interactive television system from MSU-Billings.

Grant Number: H325H000107

Project Scaffold: Building Reflective, Collaborative, and Cognitive Processes to Prepare Inclusion Personnel

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Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Beverly Brightly
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Purpose: The Department of Education at The Catholic University of America (CUA) and the Lt. Joseph P. Kennedy Institute (JPKI), a community-based provider of services for children and adults with disabilities and a major force fostering inclusion in public and Catholic schools in the metropolitan Washington, D.C., region will develop, test, and refine a new certification/Master of Arts in Special Education program that builds on students' prior preparation in the general early childhood or elementary education curriculum to offer them the potential for dual certification.

Method: This program builds on a research-based cognitive learning and reflective practice model already in place. The project will: 1) address chronic personnel shortages and/or teaching skill gaps in local public and private school systems; 2) develop extensive field-based training opportunities in schools with broad student diversity and in high-poverty schools; 3) recruit trainees from diverse backgrounds and meet their identified content and skill needs; 7) emphasize, throughout the curriculum, issues distinctive to urban, multicultural schools; 8) focus on the skills it takes for personnel to work across their disciplines to improve student outcomes; and 9) focus on processes to ensure a feedback loop that fosters continuous improvement in the personnel preparation program and its management. The partnership with JPKI adds: 1) substantive ties to field-based initiatives with children with special needs; 2) cultural diversity among the larger instructional team; and 3) significant ties to local parent advocates. Over the course of the project's three years, at least 20 students will graduate. Formal agreements have been secured with partner schools from which trainees are nominated or where they complete their field-based experiences to implement inclusion, improved instructional practices that assure students with special needs access to the general curriculum, and school reform/restructuring.

Grant Number: H325H000108

"Earn as You Learn": An Innovative Master's Level Teacher Preparation Program in Behavior Disorders

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: This "earn as you learn" teacher preparation program in behavior disorders (BD) combines innovative recruitment strategies and creative collaboration with schools to deliver a high-quality, field-based graduate program to impact paraeducator shortages in the short term and teacher shortages in the near future. The program is a collaborative effort among the University of Iowa Colleges of Education and Medicine and various educational agencies, businesses, and parents.

Method: The program will prepare a total of 50 master's level professionals to work in either elementary or secondary programs for students with behavior disorders. Candidates will be recruited from minority groups and individuals with disabilities. A full-time intensive field-based program with an "earn as you learn" component will be implemented in collaboration with two local education agencies, which will provide the BD teacher and paraeducator trainees. The university will identify community and school programs serving children with behavior disorders and their families and establish practicum experiences for the trainees. Practicum placements will be targeted for schools with the greatest diversity of children and highest poverty levels.

Grant Number: H325H000113

Project COLAB: An Interdisciplinary Inclusion Training Project to Prepare Teachers to Work with Children with High Incidence Disabilities

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Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Beverly Brightly
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Purpose: This project will implement a three-year master's level program through which 25 teachers who are currently teaching special education on emergency licenses and 50 mentor teachers will work collaboratively to address the needs of children with high-incidence disabilities and diverse backgrounds. The project intends to increase the number of teachers in general and increase the number who serve diverse children with high-incidence disabilities.

Method: Project COLAB will employ two faculty members to team with trainee teachers and mentors. The project will offer a 60-credit-hour program which combines theory and practice and which promotes collaborative planning and supervision in field placements. Waivered teachers in the program will be supported so that they can complete their master's degrees plus licensure in elementary and special education, along with a minor in bilingual education. Courses will be interdepartmental and integrated in terms of content and focus.

Grant Number: H325H000120

Visionary Para to Professional Educator Project

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: Paraeducators comprise over one-half of non-teaching personnel providing services to disabled youth. Thus, paraeducators may provide a critical solution to the growing scarcity of professionals in special education than other educational fields. The recruitment of paraeducators into teacher education rectifies many traditional problems associated with special education preservice preparation. This project will provide an appropriate personnel preparation program for 45 paraeducators currently employed in programs serving children with disabilities within the Southwest region of North Carolina.

Method: The project will provide initial licensure at the Bachelor's degree level in mental disabilities and at the graduate level in emotional-behavioral disabilities, learning disabilities, and mental disabilities. Project trainees will be individuals who are chosen competitively and who are highly recommended because of their performance.

Grant Number: H325H000122

University of Wisconsin - Milwaukee/Milwaukee Public Schools Internship Program for Preparing Special Education Teachers

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Beginning Date: 6/01/00
Ending Date: 6/01/03

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Purpose: This project is a result of a partnership between the University of Wisconsin - Milwaukee (UWM) and Milwaukee Public Schools (MPS) to address: 1) the critical shortage of certified special education teachers working in MPS; 2) the shortage of special education teachers in MPS who are from groups that have traditionally been underrepresented in the special education teaching force; 3) the need for intensive support for emergency licensed special education teachers; and 4) the need to involve persons with disabilities and family members of students with disabilities in teacher education.

Method: Together, UWM and MPS have designed a model of teacher preparation in which post-baccalaureate level students work as emergency licensed special education teachers (interns) in MPS while earning certification through UWM. The interns will receive tuition support and the support of full-time special education mentor teachers. University and MPS personnel will work with the mentors throughout the year to maximize their ability to support interns working on the job, with a particular focus on developing cross-cultural mentoring skills. Recruitment efforts will target: 1) persons who are from culturally and linguistically diverse populations; 2) persons with disabilities; and 3) persons currently working as paraprofessionals in MPS. The recruitment efforts will lead to the development of a recruitment infrastructure consistent with the teacher career ladder being proposed in Wisconsin. The model of university/school district teacher preparation will be disseminated to other urban districts. Data will be collected for each identified objective to measure the results and determine the effectiveness of the Internship Program in increasing the number of fully licensed effective special education teachers from underrepresented populations.

Grant Number: H325H000126

Project EPIC (Educating Paraprofessionals in Our Communities)

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Beginning Date: 6/01/00
Ending Date: 5/01/03

OSEP Contact: Victoria Mims
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Purpose: The University of Texas at El Paso (UTEP) Department of Educational Psychology and Special Services will conduct a project to help meet the critical shortage and enhance the quality of special education personnel within a western region of Texas.

Method: This project will be implemented in collaboration with school districts and agencies within the El Paso and Hudspeth counties of Texas. This region, which borders Mexico, reflects a unique population of culturally

and linguistically diverse individuals, specifically Hispanic residents who comprise approximately 80% of the population. Selected participants will be paraprofessionals who are already employed in child care or school settings with children with disabilities, thus showing evidence of their personal investment to not only their community but also to the field of special education. Specifically, this project will provide preservice training to two targeted groups of professionals who work with children ages three to 21 with high-incidence disabilities. The primary focus of training will be for paraprofessionals who are already employed in special education classrooms and are seeking teacher certification in special education. The second focus of training will be for paraprofessionals who are employed in day care centers, Head Start programs, or preschool programs who wish to pursue a 24-credit endorsement in early childhood special education. Within the three years of the project, Project EPIC will provide personnel preparation to a minimum of 35 individuals seeking a bachelors degree in special education and a minimum of 20 participants pursuing an endorsement in early childhood special education.

Grant Number: H325H000139

Preparation of Master's Level Personnel to Serve Limited English Proficient Students with High Incidence Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: The Department of Special Education at The University of Texas at Austin will conduct a master's level training project for the preparation of teachers who will serve limited English proficient (LEP) students with high-incidence disabilities.

Method: Project participants will receive specialized and differentiated training based on their language characteristics and area of undergraduate specialization. Project participants who are bilingual (Spanish/English) and hold a certificate in generic special education will complete a master's degree in special education and obtain an endorsement in bilingual education; certified special education teachers who are monolingual or who speak languages other than Spanish/English will complete a master's degree in special education and obtain an endorsement in English as a second language (ESL). All project participants will complete an 18-hour core of interdisciplinary coursework designed to develop competencies needed to serve exceptional limited English proficient students. Activities of the project will include: 1) recruit and train 35 participants during the three years of the project; 2) refine the competencies to be included in training and to be incorporated into the requirements for a master's degree and generic special education or bilingual education certification; 3) refine the assessment procedures used to determine entry-level skills of program participants in order to individualize the students' programs of study and to ensure attainment of exit-level competencies; 4) acquire, modify, and develop, as necessary, training materials which uniquely support the training of educators who will work with exceptional language minority populations; 5) provide field-based training opportunities for students to use and acquire knowledge and skills in schools reflecting wide contextual and student diversity; 6) better prepare all special education majors and strengthen existing programs in the Department of Special Education by infusing information specific to the education of limited English proficient students into existing special education and multilingual studies (i.e. bilingual education or ESL) preparation sequences; and 7) disseminate the training model and procedures developed through this project.

Grant Number: H325H000140

Preparing Future Teachers of Students with Emotional and Behavioral Disorders to Conduct Functional Assessments of Behavior and to Implement Effective Positive Behavior Support Plans That Include Cognitive-Behavioral Interventions

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Beginning Date: 6/01/00
Ending Date: 5/31/03

OSEP Contact: Ray Miner
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Purpose: This project will create two new Masters degree programs at the University of South Carolina to prepare personnel for careers in teaching students with emotional or behavioral disorders (EBD). The program represents a comprehensive model of teacher preparation. Through this model, teachers will be able to provide functional assessment of behavior and to develop positive behavior support plans for students whose behavior impedes their learning or that of others.

Method: Teachers will be trained in the areas of conducting functional assessments of behavior; writing behavior goals and objectives; and designing, implementing, and evaluating positive behavior support plans with an emphasis on developing cognitive-behavioral interventions based on these assessments. Teachers will learn how to facilitate the acquisition of self-management skills for students to control their own behavior. Training will be done collaboratively through the school and various local and state educational agencies. Training will include field-based training opportunities in schools that represent wide contextual and student diversity. The program will graduate 38 teachers to serve students with EBD over the next three years. Students will be recruited from underrepresented groups and individuals with disabilities.

Grant Number: H325H000145

Improving Special Education Services in Southwest Virginia

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This three-year project will prepare at least 35 graduate-level teachers by enhancing the existing special education program, making it more field-based, culturally sensitive, and multidisciplinary; it will also address the competencies needed for collaborative service delivery. The project will nurture partnerships between Radford University and local school systems as well as parent and community agencies. Teachers trained under this project will be likely to teach in high-poverty rural or urban areas.

Method: The graduate program in special education will be enhanced to make it more field-based, multidisciplinary, and responsive to the needs of nontraditional students. The coursework will prepare teachers who are

skilled and knowledgeable in the general education curriculum as well as in individualized adaptations or accommodations, and who are culturally sensitive to students' special needs. A special education professional development network will help place practicum students in school systems to strengthen their professional competence. Students from underrepresented populations, including students with disabilities, will be recruited.

Grant Number: H325H000152

Project Literacy: Preparing Speech-Language Pathologists to Collaboratively Serve Children with Language-Based Literacy Needs

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Beginning Date: 6/01/00
Ending Date: 5/31/03

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Purpose: The purpose of Project Literacy is to prepare speech-language pathologists (SLPs) to support the development of literacy in children with disabilities by collaboration with general and special education, Title I teachers, and other professionals. Although SLPs are qualified to collaborate with other educators by identifying and remediating reading problems related to phonological awareness, semantics, syntax, and metalinguistic abilities, they lack the training in how language interacts with reading instruction. They need additional training to incorporate use of curricular contexts to apply assessment and intervention strategies such as classroom-based phonological intervention to enhance reading skills. The project will also address chronic needs for well-prepared SLPs to serve children with speech-language impairments in urban, inner city, and rural areas with high poverty.

Method: The project will focus on recruitment of students from underrepresented groups (approximately 6% of Nebraska's total population is non-Anglo) and those with disabilities. Major components include: 1) recruitment of trainees by providing tuition remission and stipends when students are placed in urban inner city and rural practicum sites; 2) enhancing the SLP preparation program by including three specialized courses and intensive practicum experiences with children who have literacy needs, including children from underrepresented and high-poverty groups; 3) establishment of a mentor system for student clinicians to orient students to the school setting, enhance skills in working with families, understand the school curriculum as it relates to speech-language intervention, and learn to work with other school personnel; 4) evaluation; and 5) review of program content and infusion of it across participating departments. Partnerships with agencies such as the Nebraska Department of Education (NDE), Lincoln's Indian and Hispanic Centers, and the Northern Native American Schools Consortium will serve to enhance culturally sensitive curriculum, recruitment, faculty, and students after the end of the project. Project Literacy students will pursue Master's degrees in SLP and must meet all academic and practicum requirements for the Certificate of Clinical Competence-SLP by the American Speech-Language and Hearing Association (ASHA), Nebraska licensure, and certification by NDE.

Grant Number: H325H000153

Enhancing Inclusion Services for Students with Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The Special Education Program of the University of North Carolina - Charlotte (UNC Charlotte), in conjunction with the North Carolina Department of Public Instruction (NCDPI), will improve and expand the North Carolina collaborative personnel preparation program that provides preservice graduate training to professionals who are interested in a career in special education, regular education, administration, or a related field and interested in working with students with high-incidence disabilities.

Method: The graduate-level coursework will be provided through individual access technology, combined with on-site instruction at UNC Charlotte. The program will allow professionals, who would otherwise not have access to it, to complete coursework leading to a Graduate Certificate in Inclusive Services. The four-course sequence can be applied towards completion of a Special Education Master's degree with a Concentration in Inclusive Services. By providing this coursework via the Internet and face-to-face seminars, the project will increase the number of qualified inclusion professionals in the service region, and theoretically across the state and Southeast, in a relatively short period of time and in the most cost-effective manner. Students will be recruited first from UNC Charlotte's service region, then across the state of North Carolina, and finally from neighboring states. In addition to teachers, courses will include parents of students with disabilities and administrators who have students with disabilities in their schools/programs. A total of 60 students will complete the program. Purposeful recruitment of minority participants is a priority within this project.

Grant Number: H325H000155

Preservice Personnel Preparation Grant in Adapted Physical Education

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Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Martha Bokee
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Purpose: This project will prepare state-certified adapted physical education (APE) specialists to improve the APE services that students with high-incidence disabilities receive in Wisconsin. The project will consist of two programs: the first is a master's degree program which will prepare individuals to meet the service delivery needs of school-age children with high-incidence disabilities and to provide leadership and supervision to school districts in the APE area. The second program is a summer certification program to train physical education teachers to provide APE services in their districts. Both programs will allow participants to earn state certification in APE.

Method: The basic design of the program integrates coursework and clinical experiences to provide a thorough knowledge of classroom requirements, as well as teaching and behavior management techniques. Trainees will

coordinate a motor development program and will study with a master teacher in school-based APE programs. Students who graduate from this program will have the competencies to provide the following services: directly teaching/coaching persons with disabilities; assessment of motor skills and physical fitness levels of persons who are disabled; development of appropriate curriculum for physical fitness and motor skills training; supervision of staff providing APE services; and consultation with regular physical education teachers concerning appropriate ways students with high-incidence disabilities can be included in a regular physical education class.

Grant Number: H325H000158

Mild/Moderate Disabilities/CLAD Intern

Project Director: McCabe, Marjorie
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Beginning Date: 6/01/00
Ending Date: 5/31/03

OSEP Contact: Victoria Mims
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Purpose: The California State University, San Bernardino (CSUSB) Mild/Moderate Disabilities/CLAD Intern Program will increase the number of fully credentialed special educators who work with predominantly minority and limited English proficient pupils in the high poverty areas of the CSUSB service area. By increasing the number of fully credentialed Mild/Moderate Disability (MMD) teachers in the area, this project will improve the quality of services for pupils in special education programs.

Method: Because of the increasingly diverse population and the lack of special education teachers trained in cross-cultural/ESL skills, this project will require that 60 interns complete a special education credential and all course requirements for the Crosscultural Language Academic Development (CLAD) certificate, known as English as a Second Language (ESL) in other states. This project will be an expansion and improvement of the current Intern Program. Interns, many of whom are nontraditional students, will complete the special education credential and CLAD certificate in a two-year program. Approximately 65% of the budget is for student assistance. This project will continue to utilize the effective components of the successful current Intern Program at CSUSB but will add the CLAD/ESL certificate competencies. Specifically, the proposed project will utilize the following: 1) exemplary coursework; 2) a cohort model; 3) problem-solving seminars; 4) excellent advising and mentoring; and 5) strong collaboration with participating districts. Interns will complete the program while concurrently teaching full-time in classes for pupils with mild and moderate disabilities, many of whom are English language learners. The project meets the competitive preferences requirements including: 1) effective strategies for recruiting students from underrepresented backgrounds, including students with disabilities; 2) ensuring that the majority of graduates will enter jobs in which they serve children with disabilities in high poverty areas; and 3) effective strategies for employing and advancing in employment individuals with disabilities.

Grant Number: H325H010008

Field-Based Preparation of Teachers for Careers in Special Education: A Focus on Demographically Diverse Schools

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Beginning Date: 1/01/02
Ending Date: 12/31/05

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Purpose: This project will develop a cooperative certification program at five campuses of Indiana University to prepare teachers of children and youth with high-incidence disabilities in urban or rural areas of Indiana. The project will offer general educators the preparation needed to become special educators; it will give special educators who are on emergency licenses the coursework needed to become fully certified; and it will offer non-licensed individuals a career path leading to a special education license.

Method: The aim of the training is to give school personnel the skills and experiences they need to teach in demographically diverse schools and communities. Training will be performance-based and will promote inquiry-oriented and reflective practices in teaching and program development. Personnel will be taught how to engage in school-based collaboration that assists students with high-incidence disabilities in becoming successfully integrated in general education and community settings. The project will emphasize recruitment of individuals from minority backgrounds for careers in special education. Over the four years, the project is expected to give approximately 140 teachers their special education teaching licenses.

Grant Number: H325H010009

Professional Preparation in Adapted Physical Education

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: This project will prepare adapted physical education teachers at the master's degree level. It expands and improves the current program at SUNY Brockport by addressing consultancy to teachers as a major role in preparing adapted physical educators, which will enhance their ability to work with regular physical educators in regular classroom settings.

Method: The project will offer a graduate program with a state-of-the-art concentration in adapted physical education. It will lead to permanent certification to teach regular and adapted physical education in New York State. The program includes didactic experiences and field-based training reflecting mutually beneficial partnerships with local education agencies with wide contextual and student diversity. The project will graduate 15 teachers each year.

Grant Number: H325H010010

Preparation of Transition Specialists to Facilitate Academic Outcomes and Employability of Adolescents with Emotional/Behavioral Disorders Utilizing Internal and External Partnerships

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Beginning Date: 8/01/01
Ending Date: 7/31/04

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Purpose: This project will prepare transition specialists to facilitate the increase of academic outcomes and employability of adolescents with emotional/behavioral disorders (EBD) using a wide array of internal and external partnerships. Transition specialists, recruited from underrepresented populations, will be given the knowledge and understanding of how to work effectively with students with EBD and will be skilled in collaborative planning with school personnel, families and caregivers, community-based agencies, and employers. Further, they will become competent to work effectively with children and youth from culturally and linguistically diverse backgrounds.

Method: Eight full-time post-baccalaureate and five part-time trainees will pursue the program, some through on-campus coursework and some through distance technology. Trainees selected for this program will have appropriate experiences related to teaching and/or working with students with disabilities in various settings (e.g, special education/EBD, vocational education, rehabilitation) or will be new recruits to education/special education.

Grant Number: H325H010012

Graduate Preparation for Personnel to Serve Elementary-Aged Children with Emotional/Behavioral Disorders to Facilitate Services in the Least Restrictive Environment and Improve Outcomes

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Beginning Date: 8/01/01
Ending Date: 7/31/04

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Purpose: This project will prepare personnel to serve elementary-aged children with emotional/behavioral disorders (EBD). These behavioral interventionists will serve as a resource to general and special education teachers; will teach elementary children in more restrictive environments to ready them for transition to lesser restrictive settings; and will serve as co-teachers, as team members, and in other support capacities in inclusionary settings. The project will actively recruit trainees from underrepresented populations.

Method: Through this project, trainees will develop competencies to work with families/caregivers from culturally and linguistically diverse backgrounds, with individuals and small groups of students with EBD in

designing and implementing effective academic and behavioral plans, with general education personnel in the implementation of services to students with EBD within less restrictive environments, and with other school-based or community-based personnel in designing supportive systems to ensure positive outcomes for individual students. Eight full-time post-baccalaureate trainees and five part-time trainees will pursue the program each year, and an additional 10 will take part in on-campus summer institutes.

Grant Number: H325H010023

Language and Literacy for Diverse Populations: Personnel Preparation of Speech-Language Pathologists to Foster Language and Literacy for Students with High Incidence Disabilities

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Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: MaryAnn McDermott
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Purpose: This project will increase the supply of fully qualified speech-language pathologists from traditionally underrepresented ethnic/racial or disability groups who are prepared to support the acquisition of oral and written language abilities needed for school success by collaborating with diverse families and educational agencies and serving on interdisciplinary teams to improve service delivery to children, from preschool through adolescence, with high-incidence disabilities residing in poor and underserved urban areas.

Method: The project will: 1) recruit and retain 48 diverse trainees committed to employment in school settings; 2) provide research-based academic and practicum experiences enabling trainees to acquire specialized competencies; 3) partner with education agencies to provide field-based practicum experiences, and work with state and local education agencies to ensure that master's level graduates of all Michigan training programs have experiences in working with preschool and school-age children with high-incidence disabilities; 4) involve trainees in disseminating project information; and 5) assist trainees to find employment serving children with disabilities. Training participants will develop proficiency in: 1) using culturally sensitive methods, 2) providing contextually relevant and nonbiased assessments, 3) providing culturally sensitive intervention strategies to develop language and literacy, 4) using collaborative methods as members of interdisciplinary teams, and 5) demonstrating professionalism for life-long learning.

Grant Number: H325H010032

Building a Supportive Training Structure for Paraeducators Working with Students with High Incidence Disabilities

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Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Victoria Mims
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Purpose: This project will develop, implement, and evaluate a new undergraduate certificate program for paraeducators working with students with high-incidence disabilities in the District of Columbia. The program will build upon the mission and expertise within Catholic University to provide professional development opportunities to non-traditional students for career and personal development. Efforts will be made to recruit trainees from minority groups and meet their needs for knowledge and skills.

Method: The instructional team for the project, which represents multiple disciplines and cultural backgrounds, will design and implement a curriculum based on the integration of research, best practices, and assessment of the needs and resources within an urban school system. Coursework will emphasize issues distinctive to urban, multicultural schools and will focus on nationally recognized competencies that paraeducators need to function optimally to improve student outcomes. Field-based training experiences will be offered in schools with broad student diversity and high rates of poverty. A partnership with the Joseph P. Kennedy Institute, a community-based provider of services for children and adults with developmental disabilities, will add their experience with professional development of paraprofessionals. Over the course of the project's four years, the college will develop a new, sustainable certificate program, and 88 paraeducators will receive training.

Grant Number: H325H010034

Preparing Psychoeducators to Effectively Teach Children with Emotional Disturbance Utilizing Two Training Models: Professional Development Schools and Collaborative Partnership Schools

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: This project will prepare 84 M.A. students to be trained as psychoeducators to work with children with emotional disturbance (ED).

Method: Two field-based models will comprise the training. Graduate trainees can elect to study in the full-time professional development school model, where they will become part of a public school program educating

children with ED, or in the collaborative school partnership model, where graduate students who are employees in five collaborating schools will complete coursework while teaching children with ED at their respective schools. Training of psychoeducators will include the philosophy of psychoeducation, the skills of Life Crisis Intervention, the experience of collaborating with general educators for the inclusion of children with ED, and intensive field-based, year-long experiences in culturally and linguistically diverse schools serving children with ED.

Grant Number: H325H010045

Academic Excellence for Students with Emotional Disturbance

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: This project will train 24 master's-level students (19 full-time and 5 part-time) in implementing effective academic and behavioral interventions for children with emotional disturbance (ED). The master's program is expected to have impact on three levels, including training a cadre of professional educators to assume roles in providing comprehensive special education services to students with emotional disturbance, expanding the current state of special education services for these students by implementing effective research-based academic interventions designed to increase achievement, and contributing to the expansion and dissemination of knowledge and expertise in the area of academic development for children with ED.

Method: The project will improve on the existing personnel preparation program in ED by developing research-based curriculum and practica experiences that focus on extensive training in empirically driven academic instructional methods, particularly in the area of reading. It will integrate training and field-placement opportunities in classrooms with collaborative partnerships between part-time and full-time trainees. Opportunities will be infused throughout the curriculum to acquire additional competencies needed to work with culturally and linguistically diverse students.

Grant Number: H325H010046

Learning, Emotional, and Behavioral Disabilities Teacher Preparation Program

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Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: MaryAnn McDermott
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Purpose: This collaborative preservice teacher project will enhance teacher preparation at the University of Miami through research-based practices in general and special education. It will recruit and prepare special education teachers from underrepresented groups to work with students with high-incidence disabilities and their families who represent the cultural and linguistic diversity that characterizes large urban areas.

Method: The program will stress research-based instruction, cultural competence in service delivery, strategies to improve instruction in reading and mathematics, family support and involvement, and full-service school programs. Teacher preparation will be multidisciplinary and multicultural in nature and collaborative in structure. It will emphasize research to practice by developing students' knowledge and skills in using validated instructional and behavioral strategies in the classroom. The program will provide 30 master's-level students with a variety of educational experiences that cut across related disciplines. It will lead to initial Florida certification in learning disabilities and emotional disturbance for 30 students from underrepresented groups and individuals with disabilities.

Grant Number: H325H010048

Mountain Connections II: Research to Practice

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Beginning Date: 8/01/01
Ending Date: 7/30/05

OSEP Contact: Betty Baker
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Purpose: Mountain Connections II will prepare teachers in rural areas to apply best practices in special education programs as well as to be facilitators for developing best practices in school systems. The project will recruit and retain teachers, including teachers from underrepresented groups, to serve children with high-incidence disabilities in high-poverty rural areas.

Method: The training program will prepare teachers to collaborate and to integrate research-based curriculum and pedagogical knowledge in educational programs and to develop a process for interdisciplinary collaboration to improve services to children. The program will involve graduate students directly with regional schools to implement research-based practices and increase the involvement of individuals with disabilities in capacities such as prospective teachers and program advisors.

Grant Number: H325H010054

The Urban Initiative: Teacher Leaders for Inclusion

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: This project will refocus and refine a partnership between George Washington University and the District of Columbia schools. It intends to refashion the nature of university-school partnerships in which the partners seek to jointly prepare quality teachers who are successful in urban schools for the mutual purpose of improving school achievement.

Method: The project will select and contextually prepare 30 teacher candidates who will become special educators committed to teaching and emerging leaders dedicated to transforming special education services in D.C. public schools. By building their capacity simultaneously as teachers and change agents in the schools, preservice candidates prepared by this project will be effective teachers who will assume leadership roles to better serve culturally and linguistically diverse students, use research-based practices to assist students with disabilities, develop and use inclusionary curricula and instructional strategies that integrate literacy, and develop leadership skills that support change in providing services to students with disabilities.

Grant Number: H325H010057

Teaching and Reaching Urban Students Together (TRUST)

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: Project TRUST will develop diverse learning communities comprising both ethnic minority and majority preservice teachers to gain dual certification in special and general education, and communication science and disorders. Participants will commit to teaching in inclusive, urban and/or high poverty schools upon completion of their programs of study.

Method: TRUST will prepare teachers for urban classrooms in ways that go beyond traditional personnel preparation processes. Learning communities of preservice candidates will be developed and they will proceed together through coursework, field, and other experiences. Additionally, students will participate in a series of on-going courses on urban special education and will engage in monthly cross-cultural experiences designed to enhance participants' cultural competence and deliberately prepare those preservice teachers to become effective teachers and change-agents in urban schools. Students will augment their traditional coursework and field experiences with contents that foster cross-cultural understandings, comfort levels, skills, and knowledge.

Grant Number: H325H010059

Collaborating Master Educators

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: The Collaborating Master Teacher (CME) project, a partnership between the College of William & Mary and school divisions in the southeastern region of Virginia, is designed to address: 1) critical special education teacher shortages in learning disabilities or emotional disturbance in participating divisions; 2) teacher attrition among early career teachers because of a lack of skills and administrative support; 3) the need for

advanced preparation for those who teach students with high-incidence disabilities; and 4) the need to involve persons with disabilities and families of students with disabilities in the teacher preparation process. The project will prepare 54 special educators who are fully endorsed in learning disabilities or emotional disturbances.

Method: The project will recruit early career general education teachers for a master's program in special education. CME students will continue to teach in public schools while earning special education endorsement in a M.A.Ed. program that emphasizes research-based instructional practices, inclusive education, and collaboration among professionals and families. Project personnel will work closely with CME students over a two-year period to maximize their skill development in effective instructional strategies and differentiated learning plans, positive behavioral plans, collaboration with colleagues and families, inclusive education, transition planning, assistive technology, mentoring and coaching, and paraprofessional supervision. Onsite mentors and school-based teams will provide support for CME students as they make the transition from general education to special education roles. Professional development and networks of support will be established in participating schools to ensure that students with high-incidence disabilities have appropriate access to the general education curriculum. Recruitment efforts will focus on attracting capable teachers with 3 to 5 years of general education experience from culturally and linguistically diverse groups and/or who are themselves persons with disabilities.

Grant Number: H325H010070

Improving Personnel: Children with High-Incidence Disabilities in Prince George's County

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: This partnership between Johns Hopkins University and Prince George's County Public Schools (PGC) will recruit and train beginning special educators to serve youngsters in grades 1-12 who have mild to moderate disabilities, including students who are culturally and linguistically diverse. The project will recruit and train a total of 40 beginning special educators across four years; 20 participants will concurrently complete their first two years of teaching, their graduate program, and certification requirements during years 1 and 2 of the grant, with 20 more educators following the same sequence during Years 3 and 4.

Method: This comprehensive, supportive, and research-based program will result in both certification and masters degrees for beginning special educators. The 42-credit masters program, which includes 14 courses and 2 internships, has been configured to include traditional course projects and internships carried out in the educators' work setting, and course content featuring PGC procedures (e.g., IEP development and implementation). Courses will be sequenced so that most can be completed during summer semesters, with a focus on designing methods that can be carried out in participants' school settings; school-year courses will provide information ready for immediate use in participants' teaching situations. Applied projects for courses will overlap with participants' internship activities, which will overlap with their responsibilities as beginning special educators. Applicants from culturally diverse populations, male applicants, and individuals with disabilities will be recruited.

Grant Number: H325H010072

Preparation of Speech-Language Pathologists to Work with Latino Children with Communication Disorders

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Beginning Date: 8/15/01
Ending Date: 8/14/05

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Purpose: This project, a collaborative effort between the university and state and local education agencies, is intended to improve the university's current M.A. program in speech-language pathology and meet the need for personnel in Texas and across the nation.

Method: The project will provide field-based training opportunities for students to use acquired knowledge and skills in schools serving predominantly bilingual children and in bilingual clinical efficacy projects. It will develop a group of 28 speech-language pathologists knowledgeable about bilingual/bicultural issues, who are capable of sharing their knowledge with other professionals. They will learn to collaborate with regular and special education teachers and related services personnel through a newly developed course in collaboration. By tying the program directly to the needs and activities of professionals working in allied fields, the project staff will also train students to provide in-service training appropriate for professionals in special education, bilingual education, and English as a Second Language programs.

Grant Number: H325H010076

Project Special PE for the 21st Century: A Master's Preservice Training Grant in Special Physical Education

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: This preservice personnel preparation training project will improve the existing master's-level special physical education teacher training program in the Department of Exercise and Sport Science at the University of Utah, to more effectively train qualified special physical educators for the 21st century.

Method: The project will: 1) revise existing coursework to integrate research-based curriculum and state-of-the-art pedagogical knowledge and practices; 2) develop a transdisciplinary collaboration seminar that provides opportunities for collaboration and practicum opportunities to students in a number of disciplines; 3) develop a special physical education seminar; 4) create a cadre of experiences that prepare trainees to work with culturally diverse and high poverty populations; 5) expand practicum opportunities across a wider variety of disabilities, ages, locales, cultural backgrounds, and socioeconomic levels; 6) develop a mentoring program to include a variety of different professionals in the field; 7) infuse information in special physical education into programs

of study in related fields at the University; 8) include more opportunities to provide consultation services; 9) include more opportunities to share information through technology such as Websites and listservs as well as the traditional newsletters, presentations, and articles; and 10) implement the master's program with these modifications in order to train more qualified special physical educators to fill their changing roles and to help alleviate the critical personnel shortages in Utah and nationwide. Eight trainees per year will be supported, with a total of 16 trainees receiving master's degrees with special education or physical education teacher certification by the end of the 4-year project. An additional 100 students will benefit from the revised courses, seminars, practicum experiences, and infusion of information into classes.

Grant Number: H325H010082

Training School Psychologists to Be Specialists in Performing Functional Behavior Assessments and Implementing Positive Behavior Supports/Interventions for High Incidence Behaviorally Disordered/Emotionally Disturbed Students

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: This project will train, each year, eight master's-level students in school psychology, to become proficient in providing functional behavior assessments, positive behavior supports, and educational interventions for students who have high incidence disabilities of behavior disorders and emotional disturbance.

Method: Training will be provided at the preservice level to prepare school psychologists to serve as consultants and direct service providers to special and regular education teachers, administrators, and other school staff across agencies throughout the state, in major poverty areas, with an emphasis on serving diverse urban and rural cultures. A major focus will be training to a high level of proficiency in conducting functional behavior assessments, designing behavior intervention plans that incorporate practical interventions, determining manifestation linkages between behaviors and disabilities, social skills training, training parents and working with them, and becoming proficient collaborators.

Grant Number: H325H010088

Project PROMOTE: Preparing Paraeducators for Teaching Positions in Special Education

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: This project will address critical shortages of special education teachers by preparing paraeducators with baccalaureate degrees in areas other than special education for certification in Mild/Moderate Disabilities (MMD). Project PROMOTE will recruit 32 paraeducators, 16 per two-year cycle, to enable them to obtain MMD certification.

Method: The MMD Certification Checklist will be used to determine coursework needed by paraeducators participating in the project; following the analysis, a program of study will be developed for each participant. The program of study will include courses in the MMD program, a seminar, Web-based coursework and other alternative instructional methodologies, and practica. The project will develop partnerships with inner city and rural schools to deliver preservice training to special education paraeducators who wish to become certified in MMD, with special emphasis on skills for working in inclusive classrooms with high rates of poverty and large numbers of students from underrepresented groups.

Grant Number: H325H010091

All Together Now: Aligning School Psychology Training and Practice with the Needs of Students with Disabilities in the General Education Curriculum

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Beginning Date: 6/01/01
Ending Date: 5/31/05

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Purpose: This project will train school psychologists to provide improved services to general and special education students in the area of diagnosis and intervention for elementary school-level reading programs. The project will provide a model of practice that addresses the needs of students with disabilities in the context of North Carolina's new proficiency standards.

Method: Trainees will be provided knowledge of the reading process and the structure of language, of literacy development, of reading disabilities research, of general education reading instruction, and of validated reading remediation strategies and their implementation in schools. They will be taught skills in assessment and diagnosis of reading difficulties, in instructional consultation and interdisciplinary collaboration with general education teachers, and in working with diverse families. Over the course of the grant, 20 school psychologists will be trained to provide services in the state.

Grant Number: H325H010092

Interdisciplinary Field-Based Preparation of Personnel Serving Preschool/Primary Children and Families in Culturally/Linguistically Diverse Urban Settings

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Beginning Date: 12/01/01
Ending Date: 11/30/05

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Purpose: This project will address three critical areas of need in preservice personnel preparation in special education and related services: 1) the need for personnel from underrepresented populations (including individuals from culturally and linguistically diverse populations, individuals with disabilities, and financially disadvantaged students) to serve preschool/primary children, ages 3-8, with disabilities and their families; 2) personnel prepared to work with children and families from culturally and linguistically diverse urban settings; and 3) personnel prepared to work within an interdisciplinary model. The project will recruit and prepare personnel from three disciplines to provide services to young children with high-incidence disabilities and their families within an interdisciplinary model: special education, occupational therapy, and speech-language pathology.

Method: During each year, 15 students will be recruited, including 5 students in special education, 5 students in occupational therapy, and 5 students in speech-language pathology. Project faculty will collaborate across the target disciplines, as well as with Milwaukee Public Schools and with family members and community professionals, to carry out the following activities: 1) recruit students from underrepresented groups for the post-baccalaureate and/or master's degree programs; 2) provide comprehensive support (counseling, advising, and mentoring) to students to ensure successful completion of their respective academic programs and entry into the target disciplines; and 3) provide specialized preparation within an interdisciplinary model of service delivery to young children with disabilities and their families who are from underrepresented groups and residing in urban areas.

Grant Number: H325H010095

A Transition Certification Program for the Improvement of Services for Youth with Disabilities

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Beginning Date: 8/15/01
Ending Date: 8/14/05

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Purpose: Project TRAC (Transition Resources Across Communities) will develop a graduate-level transition competencies certification program for preservice educators serving students with high-incidence disabilities, including students from culturally diverse populations. Project goals include: 1) transition preservice training to students at three universities and teachers with limited transition training in three regional cohort groups across two states; 2) increased numbers of high-incidence needs educators competent in transition and standards-based related content; 3) use and efficacy of technologically enhanced delivery systems; 4) involvement of school- and community-based personnel in an advisory capacity; and 5) potential for broader dissemination and capacity building within regional systems. The project will be delivered to student cohort groups in northern Colorado through the Poudre School District in Fort Collins, Colorado; southern Colorado through the San Luis Valley BOCES located in Alamosa, Colorado; and the New Mexico Regional Center Cooperative Network.

Method: The certification program will include 15 graduate semester hours of coursework, culminating in an institutional endorsed certificate from the University of Northern Colorado. Preservice educators will receive coursework over 3 to 4 semesters. Two certification cadres will be established to train 60 participants. The northern Colorado group will have 10 participants in each of two cohorts, the southern Colorado group will have 10 in the first cohort and 5 to 10 in the second, and the New Mexico cohort expects to recruit 25 participants. All participants will convene for a summer institute halfway through the project. The support and coordination of project delivery will be completed in cooperation with Adams State College in Alamosa, Colorado, and the University of New Mexico in Albuquerque, New Mexico. Course development and delivery will be enhanced by a variety of distance technologies, including Web-based instruction, compressed video, digital video, audio and computer-based conferencing, and print-based materials. The project will target cohort sites in high poverty, geographically/culturally diverse, and extensively rural locations in the southwestern U.S. for participation, and will actively recruit traditionally underrepresented groups, including members of racial and ethnic minorities, individuals with disabilities, and women.

Grant Number: H325H010097

Preparation of Adapted Physical Educators to Meet the Needs of Children with High Incidence Disabilities

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: This project will support approximately 36 master's degree students in the area of adapted physical education, with specialization in high-incidence populations. Personnel prepared by this project will be equipped to provide quality physical education programs to a wide range of children aged 3 to 21 years.

Method: The educational curriculum will be a theoretically based, non-categorical approach using best teaching practice. Field-based experiences will include early childhood programs, campus and community-based programs, and transition classes for beyond-high-school-aged students. Trainees will be prepared not only on how to provide physical education for children but also on how to serve as consultants and active members of an educational team. Courses in exercise science, special education, multicultural diversity, and adapted physical education will give project graduates valuable competencies consistent with teaching quality physical education to

all children. Full-time as well as part-time students will participate in the project. The part-time student option will encourage full-time teachers to expand their understanding and abilities in adapted physical education during summer classes. The project will make an effort to recruit and retain students from underrepresented minority groups, including those with disabilities.

Grant Number: H325H010098

Graduate Concentration to Prepare Educators and Related Service Personnel Serving Students with Emotional and Behavioral Disabilities

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: This project will provide an innovative approach to preparing educators and related service personnel to serve students with emotional disturbance by advancing existing instructional practices. It represents a collaboration between the University of Vermont and the state department of education.

Method: The project will provide a comprehensive curriculum that addresses family and interagency collaboration, cultural diversity, assessment and diagnostic issues, prevention and positive behavioral supports, and relevant systematic issues. Trainees will take multidisciplinary courses and receive intensive on-site supervised practicum experiences and interdisciplinary field-based rotations.

Grant Number: H325H010105

The Learning Disabilities Project for Teachers

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: Southwest Texas State University (SWT), in conjunction with three Education Service Centers (Region 3-Victoria, Region 13-Austin, and Region 20-San Antonio), will develop this 4-year project to enhance personnel preparation to serve children with learning disabilities. A total of 96 general education teachers will receive 12 hours of graduate credit in Generic Special Education, and will commit to at least two years of teaching students labeled learning disabled; many of these teachers will be from traditionally underrepresented populations and will teach in high poverty schools.

Method: Project components include: recruitment of certified general education teachers; summer training to provide 12 hours of graduate coursework in Generic Special Education, with all expenses paid; and support to encourage retention (including stipends, fees, and substitute pay to attend conferences; on-site visits from grant personnel; a qualified teacher assigned as a mentor; and on-going supports through each participant Education

Service Center.) The project will recruit participants from: 1) teacher preparation programs that historically have high numbers of students from underrepresented populations, including SWT's postgraduate and graduate teacher training programs and Alternative Certification Programs; and 2) school districts, particularly those with grave poverty problems which, in Texas, are also those with high percentages of minority students.

Grant Number: H325H010112

Meeting Changing Rural Needs: Recruitment and Preparation of Diverse Specialist Cadres

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: This project will prepare personnel to serve school-age children with high-incidence disabilities and meet the staffing needs for a large rural area. The project will recruit and retain individuals from underrepresented groups, particularly those with disabilities.

Method: The personnel preparation program combines research and best practices in special education with a core of general education and cross-cultural competencies. Cadres of diverse trainees, including individuals with disabilities, will be immersed in exemplary rural, multi-ethnic schools while gaining credentials as special education teachers. By the end of the project, 100 graduates should be placed in careers as special education teachers, becoming part of a support network of rural specialists.

Grant Number: H325H010115

Teachers of Exceptional Adolescents and Children (TEACH)

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: The TEACH project will prepare personnel at the master's level to effectively teach students with learning disabilities, emotional disturbance, or mental retardation in demographically diverse areas.

Method: Key features of the TEACH project include: multidisciplinary experiences in a competency-based, partnership-based teacher preparation program; an emphasis on improving student access to the general education curriculum and on collaboration skills; special education methodology and assessment in academics, behavior, and transition leading to dual endorsement; reading and language development, diagnosis, and intervention; seminars on diversity; ongoing supervision and extended mentorship from master teachers and faculty; and an emphasis on teachers as reflective professionals and action researchers. The project will partner with seven area

school districts in urban and rural settings and with culturally and linguistically diverse student populations. The project will recruit qualified personnel from traditionally underrepresented groups, including those with disabilities and those who are culturally or linguistically diverse.

Grant Number: H325H010118

Elementary Special Education Partnerships

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: This project represents a partnership between George Washington University and a local school district (Prince George's County Public Schools) to prepare primary/elementary early childhood special education teachers through a field-based, multidisciplinary approach to educating children with disabilities.

Method: The partnership came together to improve services for children with learning disabilities, other health impairments, mild mental retardation, communication disorders, and behavior disorders while implementing a model of inclusive instructional programming within elementary schools. The project will serve 41 provisionally certified teachers seeking special education certification or endorsement and 24 related services personnel (speech language pathologists, physical and occupational therapists, and qualified instructional assistants). In addition, 40 (10 per year) general education teachers will receive staff development credit. The program will use a model of inclusive instructional programming to deliver on-site coursework and other research-based curricula to meet state special education certification while improving best practices in an applied setting. Graduates will be empowered to address the behavioral and educational concerns of the diverse student population in the immediate area and assist the county in expanding inclusive educational practices beginning with primary and elementary grades. Through this project, approximately 41 professionals will become licensed special education teachers empowered to meet the diverse behavioral and educational needs of the county's special education population. Additionally, a network of collaborative partnerships will have been created to effectively continue integration of students with high incidence disabilities.

Grant Number: H325H010142

Special Education Professional Development Schools for a Culturally Diverse Teaching Force

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: California State University, Dominguez Hills, in collaboration with the Los Angeles Unified School District (LAUSD), will implement and evaluate a Professional Development School (PDS) model for the

training of special education teachers from culturally and linguistically diverse backgrounds. Project goals include: 1) implement a Professional Development School preservice program for the preparation of individuals who are culturally and/or linguistically diverse and those with disabilities to work with similarly diverse students with high-incidence disabilities (learning disabilities and mild/moderate retardation), 2) recruit and provide opportunities for these personnel to receive training in 12 months and to earn a special education teaching credential and complete a major portion of the work leading to an M.A. degree; and 3) attain a 100% retention rate of trainees throughout the program and during the first year following training.

Method: The entire program will be offered at school sites in LAUSD. Each year a cohort of 44 preservice teachers, especially those on emergency permits and waivers, will be selected for the 12-month graduate program. A total of 176 individuals will receive fellowships to complete coursework, including hands-on individualized field-based practicum experiences in LAUSD Districts G and K. As a retention strategy, trainees will be assigned to peer coaches (veteran teachers) who will be funded by LAUSD and trained by the PDS staff. The peer coaches will provide assistance and support during the training program and make site visits during the first year after training.

Grant Number: H325H020009

Masters Training Program for Personnel Preparing for Careers with Children with Emotional/Behavioral Disorders and Aggression

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Beginning Date: 8/15/02
Ending Date: 8/14/06

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Purpose: This project will train master's-level personnel in fields related to the education of children and youth with emotional/behavioral disorders (EBD) and students whose violent and aggressive behaviors (VAB) and other excesses make them vulnerable to significant negative consequences related to disciplinary policies and consequences.

Method: The program of study will combine generic graduate training in special education with specialty work in the areas of EBD and VAB to make appropriate accommodations for these special-needs students. Stipends will be provided to full-time and part-time students in an innovative field-based program in a highly diverse community.

Grant Number: H325H020021

The Speech Language Literacy (SLL) Project

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Beginning Date: 8/15/02
Ending Date: 8/14/06

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Purpose: This project is a comprehensive master's-level training program for speech language pathologists (SLPs) to provide high-quality services to children with speech-language disabilities and co-occurring literacy problems, especially those from culturally and linguistically diverse backgrounds, specifically in rural areas.

Method: The project was developed in collaboration with numerous state departments of education, national, regional, and local educational and community agencies, parents, and consumer representatives to address the needs of children with speech-language and literacy problems, as well as shortages of SLPs. Over 4 years, 24 candidates will complete studies to graduate with competencies in speech-language pathology and literacy, which will meet state and national standards to work in the schools, especially in rural areas. Study will also include competencies in literacy, multicultural issues, rural topics, and practica.

Grant Number: H325H020024

Intensive Recruitment, Preparation and Retention (IRPR) Program

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Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Louise Tripoli
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Purpose: This project will: 1) decrease the number of teachers currently working under emergency or temporary certification; 2) prepare special educators in exemplary coursework relevant to their practice; 3) utilize a cohort model for the purpose of building teamwork, collaboration, peer coaching, and ongoing support; 4) provide excellent advising and mentoring; and 5) enhance relationships with school districts in Michigan by developing inclusive learning communities that emphasize the importance of partnerships between higher education and K-12 institutions.

Method: Western Michigan University Special Education's Intensive Recruitment, Preparation and Retention (IRPR) program is designed to fully credential special educators currently working on emergency or temporary certificates and practicing general educators pursuing endorsements in special education. The project will significantly increase the number of fully certified special education teachers in Michigan and will result in a support structure that promotes recruitment and retention of teachers from underrepresented populations and persons with disabilities. The project is an intensive competency-based and field-based preparation program designed to prepare and support two cohorts of 25 professionals for a total of 50 professionals over the duration of the project. Each cohort will complete the program within 18 months and receive intensive follow-up support from

project personnel upon completion of the program. The program will prepare teachers with dual endorsements in learning disabilities and emotional disturbance and will certify them in Collaboration and Teaming, Transition, and/or Special Education Technology.

Grant Number: H325H020027

A Personnel Preparation Partnership for Transition Endorsement in High-Incidence Disability

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Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Betty Baker
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Purpose: This project will provide master's-level transition training for personnel to work with high-incidence students by integrating student-driven Individualized Education Programs and transition services into the general curriculum, implementing and evaluating exemplary transition practices, collaborating and consulting with transition stakeholders to continuously improve services, and creating empowering contexts for students and families in urban and rural settings.

Method: The project will provide a transition-to-work endorsement program to 39 part-time and 12 full-time graduate students to serve students with high-incidence disabilities. As part of their training, candidates will complete vocational education courses, transition courses, a rehabilitation course, and a practicum, all of which will focus on high-incidence transition competencies. Training will culminate with the development of an interagency team at each candidate's school that is focused on the development of transition programs and postsecondary experiences for students with high-incidence disabilities.

Grant Number: H325H020043

University-LEA Partnership

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Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Martha Bokee
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Purpose: This project will develop and institutionalize a BA-level program for speech-language pathologist assistants (SLPAs). The program was instituted by representatives from four universities and several local education associations to increase the availability of qualified speech-language pathologist assistants in the state of Colorado.

Method: The program of study will be delivered through a distance education model that will expand outreach to rural and underserved populations in the region. Thirty-two students will be funded through the program, five of

whom are from underrepresented populations from the four partner universities. Additionally, the project's success will be measured by the implementation of a World Wide Web-based educational program for SLPAs, the development of career placement and planning systems for program graduates, and the establishment of district and state guidelines in Colorado for SLPAs.

Grant Number: H325H020046

Project RESTART: Recruitment and Retention: Students on Alternative Routes to Teacher Training

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Beginning Date: 7/01/02
Ending Date: 6/30/06

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Purpose: The purpose of this four-year project is to develop a teacher preparation program for non-traditional adult students to become well-trained, licensed special education teachers who will serve children with high-incidence disabilities.

Method: The project will accomplish the following: 1) enhance existing partnerships with area community colleges that are providing the first two years of college preparation for preservice teachers who initially enroll at the community college, and 2) improve the career opportunities of special education teacher assistants who have experience but do not have a four-year degree. The project will, by design, draw from an ethnically diverse population of prospective teachers from local community colleges and employed paraprofessionals assigned to exceptional children's programs. The focus of this teacher preparation program includes collaborative efforts among area school systems, university personnel and resources, and area regional community colleges. Through the University of North Carolina at Greensboro's undergraduate program in special education with teacher licensure in learning disabilities and behavioral and emotional disabilities, the project will bring preservice special education teachers together for training that will address the following: 1) knowledge of children with disabilities; 2) innovative instructional strategies for inclusive education settings; 3) classroom management and behavioral interventions; 4) methods of assessment for children with disabilities; and 5) effective collaboration and communication skills for working with professionals and families. An additional component of the project will be the opportunity for student participants to receive add-on teacher licensure for English speakers of other languages (ESOL).

Grant Number: H325H020052

Preparing Personnel to Serve Children with High-Incidence Disabilities

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Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Beverly Brightly
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Purpose: This project will establish a master's program to prepare special educators for students with high-incidence disabilities and to expand the special education endorsement program associated with the University of Washington's College of Education general education teacher education program, which provides teaching endorsements in general and special education.

Method: Ten to fifteen preservice or practicing teachers will be recruited annually into the special educators' program, and will be provided tuition and stipends; forty teachers are expected to be graduated during the term of the grant. Twenty students will be recruited into the general education program and eighty students are expected to be graduated with special education endorsements in high-incidence disabilities. The course of study will focus on six core areas: collaboration with school, families, and community agencies; multicultural competence; reform curriculum and instructional excellence; advanced assessment and intervention technology; effective, research-based educational practices for students with high-incidence disabilities; and social skill instruction and classroom management. Participants will be recruited from diverse cultural and linguistic groups or those with disabilities.

Grant Number: H325H020055

The Behavior Intervention Specialist Program

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Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Ray Miner
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Purpose: This project will train four cohorts of 8 preservice educational professionals to address the behavioral needs of children and youth with emotional and behavioral disorders (EBD) and to serve as consultants to teachers, schools, and districts as behavioral intervention specialists.

Method: Preservice educational professionals who are in graduate-level programs of special education and school psychology will be recruited to participate in the proposed behavior intervention specialist training program. In collaboration with local schools and agencies, the graduate students will complete field-based coursework and weekly supervised practicum experiences.

Grant Number: H325H020058

A Proposal to GUIDE Educational Supports Using Curriculum-Based Measurement and Direct Instruction: Generating Useful Information to Direct and Examine Educational Supports

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Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Grace Zamora Durán
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Purpose: This project will increase the number of qualified special education teachers able to integrate curriculum-based measurement (CBM) with direct instruction content in their practices with children from diverse backgrounds.

Method: The project will train teachers on validated teaching and learning systems, focusing on curriculum-based measurement and direct instruction. The training will provide courses and field experiences during two summers and one academic year, in which graduates receive both special education certification and a master's degree. The project will incorporate literature on effective teaching principles and explicit instruction, covering reading, writing, and mathematics as well as content subject matter. The project will also incorporate effective behavioral supports. The project will use curriculum-based measurement (CBM) to develop sensitive displays of progress over time; will incorporate CBM into the development of Individualized Educational Programs, addressing both long-range goals and short-term objectives; and will also use CBM for teachers to collaborate, providing access to a general education curriculum that is individually appropriate.

Grant Number: H325H020059

Training Teachers to Work with Students with High-Incidence Disabilities in Culturally Diverse Settings

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Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Selete Avoke
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Purpose: This project will develop, implement, and evaluate a program to prepare teachers to effectively instruct culturally and linguistically diverse students with high-incidence disabilities who attend schools that enroll large percentages of students living in high-poverty areas.

Method: The program features an intensive, field-based, multiple mentoring model for beginning teachers currently working in high-poverty areas. Under this model, teachers will be mentored over a two-year period, both on site by program mentors and through an online mentoring network program. Over the four-year grant period, forty trainees will receive a master's degree.

Grant Number: H325H020075

Culturally Responsive Academic Instruction for Students with Specific Learning Disability

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Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Selete Avoke
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Purpose: This project will recruit and prepare individuals to meet the need for special educators to work with students with specific learning disabilities (SLD) to prevent or remediate reading difficulties in high-poverty schools.

Method: The project will meet certification requirements and standards to work with minority students with SLD who are at risk for school failure or who are struggling academically. Teachers will be prepared to work in high-poverty schools through the development of skills and dispositions in the areas of culturally responsive education and preventive and remedial reading interventions. The program will include rigorous research-based coursework, field experience practica in a reading clinic and in high-poverty schools, and a seminar on preventive reading instruction. Participants will also receive regular education certification.

Grant Number: H325H020076

Improving the Preparation of Bilingual Personnel to Serve Hispanic Children with High-Incidence Disabilities in General Education

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Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Joseph Clair
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Purpose: This project is a collaborative effort designed to meet the needs of Hispanic children with disabilities by providing an interdisciplinary preservice training program for bilingual speech-language pathologists and school psychologists.

Method: The two-year course of study will provide training to 48 bilingual trainees, half from speech-language pathology and half from school psychology. Trainee competencies will be evaluated using a portfolio evaluation process. The effectiveness of the project will be evaluated using objective performance measures that will demonstrate gains in professional development by the project trainees, and a significant impact beyond the project.

Grant Number: H325H020077

A Master's Program in Speech-Language Pathology and a Community Partnership to Identify and Serve Language-Literacy-Impaired Adolescents in the Juvenile Justice System

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Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Louise Tripoli
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Purpose: This project is a preservice training program designed to prepare master's level, certified speech-language pathologists (SLPs) to identify, assess, and serve language-literacy-impaired adolescents from culturally and linguistically diverse backgrounds who are at risk for becoming or who have been identified as juvenile delinquents.

Method: The project will recruit and prepare trainees including those with disabilities and those from groups who are underrepresented in the profession of speech-language pathology. Exemplary practicum sites will be provided at demographically diverse middle and high schools and juvenile justice system facilities. A summer language-literacy clinic will be developed to offer summer intervention services for at-risk or adjudicated adolescents from diverse backgrounds. A program model that emphasizes collaboration among the training university and local education agencies will be developed. Over the course of the project, 31 trainees are expected to receive their master's degree in speech-language pathology with a concentration in adolescent language-literacy disorders in at-risk or adjudicated youth.

Grant Number: H325H020078

School and University Collaboration Cohorts Endorsing Secondary Special Education Strategies (SUCCESSES)

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Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Debra Price-Ellingstad
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Purpose: This project will implement a master's-level teacher training program in the area of secondary special education, focusing on empirically based instructional methods to serve students with disabilities at the secondary level.

Method: The program will provide supervised field-based experiences that allow participants to implement empirically based instructional methods. Trainees will be recruited from underrepresented groups. A total of 34 prospective teachers will complete coursework, field-based experiences, and seminars focusing on current issues and methods for teaching students with high-incidence disabilities at the secondary level.

Grant Number: H325H020079

Partnership Preparation of Special Education Teachers for Urban Schools

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Beginning Date: 7/01/02
Ending Date: 6/30/06

OSEP Contact: Joseph Clair
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Purpose: This personnel preparation project, a partnership between two large urban school districts, will increase the number of credentialed teachers and respond to program gaps and weaknesses by adding, adapting, and modifying coursework to increase program emphasis on postsecondary transition planning.

Method: Two cohorts of 26 trainees each will be recruited primarily from new students in traditional teacher credential programs, from emergency permit or waiver teachers, and from special education paraprofessionals. All will matriculate through a two-year program of alternative credential preparation, the second year of which will be as internship teachers. The project hopes to institutionalize the teacher internship program and the postsecondary transition aspect, so that these will become permanent features of the teacher preparation programs in the university's special education department.

Grant Number: H325H020085

The Interstellar Teach Project: Interdisciplinary Special Education Teacher Education for Students with Learning, Language, Behavioral, & Related Disabilities to Educate Across Categories of High Incidence

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Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Ray Miner
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Purpose: The University of Arizona's Department of Special Education, Rehabilitation, and School Psychology (SERSP) will prepare 48 special education teachers for cross-categorical certification, learning disabilities or emotional and behavioral disorders certification, and Masters of Arts degrees or Masters of Science in Education degrees. The program will utilize interdisciplinary and collaborative models of teacher preparation that will recruit and prepare individuals with disabilities and individuals from groups that are underrepresented in the profession.

Method: Faculty in SERSP will partner with faculty in the Departments of Language, Reading, and Culture; Teaching and Teacher Education; and Speech and Hearing Sciences, as well as with the Arizona Department of Education and local education agencies in southern Arizona to design a preparation program that provides: 1) multidisciplinary, cross-categorical preparation/certification of special education teachers; 2) collaboration among special and general educators to meet student needs; 3) field-based experiences through university-school partnerships with diverse students; and 4) research-based curricula, methods of assessment, teaching, and collaboration strategies.

Grant Number: H325H020086

Project GRACIAS — Gaining Readiness and Achieving Competency for Instructing All Students — High Incidence

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Beginning Date: 8/15/02
Ending Date: 8/14/06

OSEP Contact: Joseph Clair
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Purpose: Project GRACIAS (Gaining Readiness and Achieving Competency for Instructing All Students) will prepare individuals at the master's level with the background, interest, commitment, experience, and language competency in early childhood special education (ECSE) to work primarily with young Hispanic children with high-incidence disabilities and their families.

Method: The intensive, interdisciplinary, and collaborative master's-degree program will prepare 30 ECSE teachers who will provide direct services to approximately 420 young children with high-incidence disabilities and their families. Graduates of the program will meet Florida's certification and endorsement requirements.

Grant Number: H325H020097

Preparing Personnel to Work with Children with Serious Emotional Disturbance and Autism

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Beginning Date: 9/01/02
Ending Date: 8/31/06

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Purpose: This four-year personnel preparation project will enhance training for master's-level personnel in the areas of serious emotional disturbance and autism (SED/A). Recruitment will pay particular attention to individuals from minority backgrounds or with disabilities.

Method: The program will prepare students to meet state certification and standards through participation in field experiences and research-based coursework and pedagogy. The project is designed to nurture partnerships between the university and local school districts, thus promoting effective preparation of personnel and collaboration between regular and special education personnel serving students with SED/A. Between 40 and 48 graduate-level students will be prepared to teach children with SED/A.

Grant Number: H325H020099

Enhancing Success of Special Education Students in the Demographically Diverse Schools of Southwest Virginia

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Beginning Date: 7/01/02
Ending Date: 6/30/06

OSEP Contact: Selete Avoke
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Purpose: The Department of Special Education at Radford University will address the chronic shortage of special education teachers for students with high-incidence disabilities, particularly in the high-poverty, culturally diverse areas of southwestern Virginia by preparing 47 to 60 graduate-level teachers over 4 years and by making the existing program more field-based, culturally sensitive, multidisciplinary, and focused on collaborative service delivery.

Method: The project will: 1) prepare 47 to 60 special education teachers with master's degrees and/or certifications in two or three high-incidence disabilities who are prepared to meet the needs of students in demographically diverse settings; 2) reduce the chronic shortage of culturally responsive special educators in school systems in the region; and 3) enhance Radford University's graduate program in special education by developing a teacher preparation model that features integrated training and practice opportunities, including competency-based coursework, applied field experiences, and multidisciplinary professional development activities.

Grant Number: H325H020106

Campus-Community Collaboration for Preparation of Interdisciplinary Inclusion Facilitators

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Beginning Date: 1/01/03
Ending Date: 12/31/06

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Purpose: The University of North Carolina at Chapel Hill will offer a collaborative, interdisciplinary program for experienced early childhood interventionists seeking professional licensure and for masters-level students in special education, audiology, and speech and language pathology to prepare them to become inclusion facilitators in community-based settings for young children with diverse abilities and backgrounds and their families.

Method: The project links the Division of Speech and Hearing Sciences in the School of Medicine with the Early Childhood Intervention and Family Support program in the School of Education as well as community-based early childhood intervention programs via joint coursework, seminars, and practica. Interdisciplinary preparation will be provided for 46 students to include full-time graduate students and practicing professionals over the four-year project period. Project participants will learn collaborative consultation skills to fully include young children with disabilities, who are diverse because of language, ethnic, or cultural backgrounds, into community-based programs and activities. The project will also facilitate students' and practitioners' professional

development by engaging them in collaborative action research and clinical projects with community-based programs.

Grant Number: H325H020108

Preparing Diverse Special Educators to Serve Diverse Students

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Beginning Date: 8/01/02
Ending Date: 7/31/06

OSEP Contact: Martha Bokee
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Purpose: The recruitment and preparation of diverse special education teachers, qualified to facilitate and provide appropriate instruction for students with mild/moderate varying disabilities (LD,BD,MR) in highly diverse school settings, is crucial to the improvement of education services. This innovative program leading to teacher certification in Varying Exceptionalities will address the following: 1) increase the number of certified special education teachers specific to serving students with special needs in highly diverse settings, with a special focus on recruiting and preparing individuals from minority backgrounds and individuals with disabilities; 2) provide thorough preparation in the skills of collaboration with other educators, parents, families, and agencies when developing and planning exceptional educational programs for diverse students. Over the project period, 31 preservice educators will obtain full certification to teach school-age individuals with Varying Exceptionalities.

Method: Collaborative efforts between the university and local school districts will facilitate both the recruitment and teacher preparation phases of the project. Coursework will be linked to field experiences through reflective practices and mentorship. Emphasis will be placed on developing competencies specific to the needs of students in diverse settings, especially those in high-poverty communities. Teacher preparation will be enhanced by the development of quality internship sites through partnership with high poverty schools in the central Florida area. A special feature of this project will be the contributions of parents from a Parent Leadership Training program implemented in high-poverty communities, involving four schools in Orlando. The parents, themselves from high-poverty communities, are trained facilitators and have agreed to serve as project consultants and facilitate training sessions within newly developed modules focusing on competencies specific to teaching in high-poverty settings.

Grant Number: H325H020115

GOALS AT ECU: Guaranteeing Opportunities for All Learners through Assistive Technology at East Carolina University

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Beginning Date: 7/01/02
Ending Date: 6/30/06

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Purpose: This project addresses personnel shortages in North Carolina for effective education of children with disabilities by training about 120 students over the four-year project period (30 students per year).

Method: The project addresses knowledge gaps identified through recent research including: 1) assistive technology; 2) access to the general education curriculum; 3) services to children with disabilities who are English-language learners; and 4) training and internships in inclusive education environments. The project especially emphasizes skills in assistive technology for special education teachers. All scholarship recipients will complete the East Carolina University Assistive Technology Certificate Program. Quality of advanced-level masters training is also at the forefront of project activities. All Masters candidates will be eligible to apply for the National Teacher Board Certification by the end of their training. The project emphasizes flexibility by: 1) encouraging and facilitating shared training experiences between special and general educators and related services (e.g., school psychology, occupational and physical therapy, therapeutic recreation, speech therapy, rehabilitation); 2) encouraging and facilitating training that addresses specific regional/state needs (e.g., poverty, deinstitutionalization); 3) involving persons with disabilities and their families in project decisions; 4) providing quality graduate study experiences via distance education technologies; and 5) recruiting personnel from other areas of education to add special education certification.

Grant Number: H325H020118

Finding and Keeping the Best: A Rural Regional Partnership for Recruiting and Retaining Teachers for Children with High-Incidence Disabilities

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Beginning Date: 7/01/02
Ending Date: 6/30/06

OSEP Contact: Robert Gilmore
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Purpose: This project will recruit, prepare, and support 100 special education teachers for pupils with high-incidence disabilities in high-poverty rural schools. The project will combine local, university, and federal resources for the aggressive recruitment, accessible training, and structured support necessary to alleviate rural California's serious and persistent shortage of fully credentialed teachers of pupils with high-incidence disabilities.

Method: As a member of a consortium with 42 county offices and school districts, California State University, Chico will offer an alternative training program to meet changing needs of rural California. Training in the wide range of technical and consultative skills needed by today's high-incidence specialist will be accessible at full-day classes, at regional training sites, through interactive online instruction, and in intensive summer sessions. Trainees will participate in a full two-year on-the-job, intensive, accelerated special education teacher internship while attending University seminars and summer sessions. In addition to formal training, a "safety net" or support network will be built around each trainee. District and university staffs will cooperate to provide joint support, local mentoring, and supervision throughout the preparation period.

Grant Number: H325H020125

Early Childhood Special Education High-Incidence Disabilities Personnel Preparation Program for Master's Level A ECSE Certification and Master's Level ECSE Minor Specialty Training

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Beginning Date: 9/01/02
Ending Date: 8/31/06

OSEP Contact: Joseph Clair
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Purpose: This project will increase the quantity and improve the quality of personnel available to serve children with high-incidence disabilities ages three to eleven.

Method: Two student groups will have the option of taking their program either on campus or via distance education. Group A students (both traditional and 5th year) will earn a Master's degree and a Class A teaching certificate through their graduate program in Early Childhood Special Education (ECSE). A minor in ECSE will be earned by the Group B students who are in General Education (Early Childhood, Elementary, Physical Education), or in Related Services (Speech and Language, School Psychology, Social Work). The project will accomplish the following: 1) recruit, select, retain, and graduate no fewer than 64 students over the course of the four-year project, including 48 graduates with ECSE Master's degree and 14 general education students and related services students completing the ECSE minor (21 of these will be from underrepresented groups); 2) provide all ECSE master's-level students the same curriculum, yet the option for one of two modes of instructional delivery—campus-based vs. distance education; and 3) implement a comprehensive research-based curriculum, comprised of academic course work, field-based projects, and summer learning clinics.

Grant Number: H325H020126

Improving Language and Literacy Outcomes for Children with Communication Impairments in High Poverty Communities

Project Director: Goldstein, Howard
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Beginning Date: 10/01/02
Ending Date: 9/30/06

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Purpose: This project will positively impact the critical shortage of speech-language pathologists in the schools in Florida and meet the need to have specialized preparation in the area of language and literacy by providing at least 18 newly trained specialists.

Method: Trainees will develop in-depth knowledge and skills in the following: 1) language and literacy outcomes and interventions for populations at high-risk and with disabilities; 2) influences of family, culture, linguistic diversity, and poverty on education and society; 3) interdisciplinary teamwork and consultation models for effective service delivery in regular classrooms; and 4) assessment methods appropriate for children from

diverse cultural and linguistic backgrounds. During the four years of the project, at least 18 graduate students in communication disorders will acquire the expertise needed to assess children's language and literacy abilities. They will design, implement, and evaluate individualized programs within the school curriculum that will promote functional outcomes in language and literacy (and associated academic and social areas) among children at high risk or with disabilities, and will function as consultants to support families, professionals from regular and special education, and paraprofessionals working directly with the children. Trainees will collaborate weekly with public school personnel in a Professional Development School (PDS) partnership or in other early intervention agencies targeting high-poverty communities to assure that research-validated practices are integrated from the curriculum into reality. This will be achieved through: 1) participation in a 60 semester-hour graduate program emphasizing coursework in language, literacy, and cultural and linguistic diversity; 2) participation in weekly practica and a semester-long internship in early intervention or school-based programs; 3) participation in community outreach, continuing education/staff development activities, and action research with an emphasis on translating research to practice especially in the area of literacy development; and 4) completion of a competency-based program with an emphasis on developing critical thinking skills through cooperative learning and problem-based learning activities via Web-based, interactive projects. Students seeking a master's degree will meet departmental requirements in speech-language pathology. Unique aspects of this project are the following: 1) each student will be mentored by an advanced student in communication disorders and/or an educator from the community from an underrepresented population; 2) family members and community providers will be active participants in the practica/seminars; 3) students will have opportunities to integrate evidence-based practices into home, school, and community settings; and 4) students will learn to function as consultants to support families, professionals from regular and special education, and paraprofessionals who often provide direct intervention in classroom settings and as advocates for individuals with autism.

Grant Number: H325H020129

Professional Development Schools for a Diverse Teaching Force in Special Education (High Incidence)

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Beginning Date: 7/01/02
Ending Date: 6/30/06

OSEP Contact: Victoria Mims
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Purpose: California State University, Dominguez Hills, in collaboration with the Los Angeles Unified School District (LAUSD), will implement and evaluate a Professional Development School model for the training of special education teachers from culturally and/or linguistically diverse backgrounds and those with disabilities.

Method: Based on the effectiveness of the Professional Development School (PDS) model in developing qualified general education teachers, it is anticipated that the PDS special education program will be a novel, creative, and efficient alternative approach to teacher preparation. The project will: 1) implement a high-quality PDS preservice program for preparation of individuals to work with diverse students with high-incidence disabilities (learning disabilities, mild/moderate retardation, and emotional disturbance); 2) recruit and provide opportunities for these personnel to receive training in 12 months and earn a special education teaching credential and complete a major portion of the work leading to an M.A. degree, and 3) attain a 100% retention rate of trainees throughout the program. As a retention strategy, trainees will be assigned to mentors (veteran teachers) who will be funded by LAUSD and trained by the PDS staff. During the 4-year project, 184 individuals in LAUSD subdistricts I and J, with large minority student enrollment and large numbers of non-credentialed teachers, will

receive fellowships to complete coursework in the 43-semester-unit program, including hands-on individualized field-based practicum experiences. Trainees will enroll in 15 unites of general education courses and 28 units in special education, including a final directed practicum.

Grant Number: H325H020133

Rural Special Education Strategist

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Beginning Date: 7/01/02
Ending Date: 6/30/06

OSEP Contact: Robert Gilmore
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Purpose: The Rural Special Education Strategist (RSES) Project will prepare 60 new teachers for the new North Dakota credential of special education strategist, and will alleviate a mild disabilities teacher shortage in central and western North Dakota. Conceptualized as a mild disabilities non-categorical generalist endorsement for rural special educators, the Strategist credential allows appropriately prepared teachers to serve youth with specific learning disabilities, emotional disturbances, and mild/moderate mental retardation.

Method: In addition to the strategist credential, teachers will be prepared to serve as rural special education leaders in their school districts. The project will accomplish the following: 1) refine didactic curriculum components for the special education strategist credential; 2) refine the field-based practica experiences to assure 15 exemplary training sites; 3) develop a recruitment and selection process for trainees that will enroll three cohorts of 20 trainees each for three years; 4) deliver the RSES curriculum to 60 trainees; 5) develop and implement a resident teacher program to ensure sustainability; and 6) evaluate the RSES project and present data showing impact of curriculum on trainees and the services they provide. The RSES project will use rigorous coursework, high-quality field-based practicum sites, and leadership training modules to prepare trainees to be high-caliber special education teachers and leaders in their rural schools.

Grant Number: H325H020134

Project ASSETT: Auburn's Strategy for Secondary (Special) Education and Transition (Teacher) Training

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Beginning Date: 9/01/02
Ending Date: 8/31/06

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Purpose: This program will increase the quantity and improve the quality of special education teachers serving secondary students with disabilities, by graduating at least 40 master's-level secondary special education teachers with an emphasis in transition.

Method: The project will: 1) recruit and graduate a minimum of 40 students, at least 25% of whom are from underrepresented groups; 2) refine secondary special education courses and applied experiences to address skills

and competencies identified through a comprehensive needs assessment; 3) implement the program through course work, applied experiences, intensive supervision, and collaboration with local education agencies and state department linkages; 4) place graduates in rural counties; and 5) provide mentoring and support to program graduates. Program graduates will be prepared to assume a leadership role in their local education agencies, as well as other school settings within their educational regions. Special effort will be made to supply each of the state's four educational regions with project graduates. Distinguishing characteristics of the program model include: 1) intensive practica experiences in both rural and city school systems; 2) a sequence of secondary special education and transition course work; 3) a field-based project; 4) participation in the statewide transition conference; 5) participation in a summer transition clinic for students with and without disabilities; and 6) follow-up support to program graduates.

Grant Number: H325H020146

Master's Program in Special Education for Teachers in the Department of Defense Dependents Schools

Project Director: Burke, Philip; Page-Voth, Tori
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Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Beverly Brightly
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Purpose: There is a critical need for preservice preparation in special education for American teachers who are teaching students who are the dependents of U.S. military personnel in Germany. The Special Education Department at the University of Maryland (UMD) will offer a special education Master's degree program in high-incidence disabilities to American teachers in the Department of Defense Dependent School System (DoDDS) in Germany to address specific needs identified by DoDDS as critical to special education preparation.

Method: The project will provide a Master's degree in special education for 26 Department of Defense teachers who would otherwise be unable to improve their skills. The program will be taught in Germany by the regular faculty members of the UMD Special Education Department. The program will improve upon a previous project by focusing on three areas of preparation identified by DoDDS as being of vital importance to their teachers: 1) effective inclusion of students with disabilities; 2) collaboration and co-teaching of general and special educators; and 3) the development of effective partnerships with families. The program will also address working with culturally, ethnically, and racially diverse groups and providing services for students with challenging and disruptive behaviors. The program will develop three online courses, and will incorporate technology to provide two real-time international video conferences with live video-link between the University of Maryland, DoDDS teachers in Europe, and faculty at the University of Cambridge, England.

84.325J
CENTER TO GUIDE PERSONNEL PREPARATION POLICY AND PRACTICE IN EARLY INTERVENTION AND PRESCHOOL EDUCATION (BIRTH TO 5)

Grant Number: H325J020001

Center for Early Childhood Education/Early Intervention Personnel Preparation

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Beginning Date: 1/01/03
Ending Date: 12/31/07

OSEP Contact: Glinda Hill
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Purpose: This project establishes a Center for Personnel Preparation in Early Childhood Special Education and Early Intervention. The Center will collect, synthesize, and analyze information related to: 1) certification and licensure requirements for personnel working with infants, toddlers, and preschoolers who have special needs and their families; 2) the quality of training programs that prepare these professionals; and 3) the supply and demand of professionals representing all disciplines who provide both early childhood special education and early intervention services. In addition, individuals affiliated with the Center will use this information to identify critical gaps in current knowledge and to design and conduct a program of research at the national, state, institutional, and direct provider levels to address these gaps. This program of research and policy formation will yield information vital to developing policies and practices at all levels, including institutions of higher education.

Method: The Center will work with an advisory council to focus on issues related to certification and licensure, personnel preparation, and supply and demand. After data have been gathered on these three issues, project staff will work cooperatively with the advisory board and Center consultants to design and implement a series of research studies that will serve to determine the relationships among the three issues as well as the impact of these issues on the education and development of young children with special needs.

Products: The dissemination of findings and results emanating from the Center is a critical component, and dissemination will occur at multiple levels and to multiple audiences. The Division of Early Childhood of the Council for Exceptional Children, a partner in this project, will assist in dissemination and will link with other key professional organizations in multiple venues. The project will also maintain a database of information collected by the Center and will sponsor regional forums to create opportunities for state stakeholder groups to discuss policy and practice changes in their systems of personnel preparation.

84.325L
INTERDISCIPLINARY PRESERVICE PROGRAMS IN LARGE-SCALE SPECIAL EDUCATION RESEARCH

Grant Number: H325L020001

Carolina Interdisciplinary Large-Scale Policy Research Training

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Beginning Date: 10/01/02
Ending Date: 9/30/06

OSEP Contact: Scott Brown
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Purpose: This project will prepare special education doctoral students to conduct large-scale and longitudinal policy studies. The training project will use an interdisciplinary team of faculty from University of North Carolina - Chapel Hill and from research organizations such as SRI across the United States, with considerable experience in large-scale, longitudinal and policy research.

Method: Predoctoral (individuals who have completed all course work) and postdoctoral fellows from relevant disciplines will attend an intensive eight-week session. Fellows will: 1) gain knowledge and competencies needed to improve their skills in conducting large-scale research; and 2) understand the policy context in which these studies are conducted, and in which special education and early intervention reforms are recommended. Each fellow will then be required to develop a proposal to conduct secondary analyses of a large-scale dataset, which will be reviewed and approved by an interdisciplinary faculty research team, including both the Frank Porter Graham Institute and its partners. Each fellow will then participate in a ten-month research apprenticeship with a mentor, who is associated with the large-scale research effort, in order to carry out the study proposed by the fellow. Fellows will remain connected during the research apprenticeship via the Internet, including a chat room to address issues encountered.

Products: The flexibility of the training modules will allow them to be incorporated into existing courses, to be used as independent studies, or to be added as new courses to the doctoral training curriculum. Training modules will be put on a CD-ROM and posted on the project's Web site which will be accessible to persons with disabilities.

Grant Number: H325L020002

Policy Leadership Training in Conducting Large-Scale Special Education Research

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Beginning Date: 10/01/02
Ending Date: 9/30/06

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Purpose: This project will support doctoral students and post-doctoral fellows to conduct large-scale research in special education. The program builds upon and expands the current program to prepare doctoral students with exceptionally strong skills in research and special education policy. The program incorporates high quality interdisciplinary coursework with extensive opportunities to participate in the design and conduct of large-scale research in special education through internships and post-doctoral fellowships.

Method: This project will accomplish these four objectives: 1) provide a comprehensive array of coursework that addresses large-scale methodologies and provides opportunities for doctoral students and post-doctoral fellows to pursue a cross-disciplinary program of research and study; 2) provide opportunities to carry out research activities under the mentorship of senior researchers at the University of Maryland and collaborating organizations and to conduct individual research projects that involve secondary analyses of data obtained through national assessment studies; 3) recruit, select, and retain applicants for both doctoral programs and post-doctoral fellowships from diverse backgrounds and experience; and 4) assist doctoral trainees and post-doctoral fellows in designing a personalized course of study and research activities, and provide formal mentoring and future employment planning in research settings. The program will prepare researchers who: 1) can conceptualize and design studies that utilize large-scale research methodologies; 2) can perform additional analyses on data from existing databases resulting from previous national studies in assessment and other relevant areas; 3) can comprehend, synthesize, and critically evaluate research findings from special education literature and related disciplines; 4) are familiar with a wide range of computer software programs designed to facilitate the analysis of both quantitative and qualitative data; 5) are knowledgeable about state and federal regulations in education, and emerging issues in education policy, and practice; 6) are knowledgeable about the data requirements of federal statutes and regulations such as No Child Left Behind and the Individuals with Disabilities Education Act; 7) are proficient in oral and written communication skills and able to communicate research findings to diverse audiences; 8) are knowledgeable about a variety of traditional and emerging information technologies including the Internet and Intranet, electronic mail, and electronic list server management; and 9) are able to work independently and manage varied and difficult tasks relating to the management of large-scale research studies.

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84.325M
Statewide Models for Ensuring that Special Education Students in Inclusive Schools are Served by Highly Qualified Teachers

Grant Number: H325M020001

Center for Improving Teacher Quality

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Beginning Date: 11/01/02
Ending Date: 10/31/07

OSEP Contact: Bonnie Jones
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Purpose: This project will establish and operate the Center for Improving Teacher Quality to work with states to develop exemplary models for building statewide systems of training and improved licensure and certification for teachers of students with disabilities.

Method: This project will be carried out by the Council of Chief State School Officers and its program called the Interstate New Teachers Assessment and Support Consortium, in partnership with the National Association of State Directors of Special Education, the American Association of Colleges for Teacher Education, and the Council for Exceptional Children. The Center will work with the states on three levels to develop these models. On the first level, the Center will work closely with six identified states that will serve as case studies for statewide model development and document their change processes. On the second level, the Center will work with all states by hosting two annual forums at which states will learn about the challenges and successes of other states, hear from experts, network with other states, and have time to discuss and draft their own state-specific action plans for reform. At the third level, the Center will provide a variety of services and resources to help states move forward with their action plans in their own unique contexts.

Products: The services that this project will provide for states include: 1) grant monies to support state-specific projects; 2) a brokering of services whereby Center staff will connect states to key resources and individual experts; 3) support for development of within-state and across-state "communities of practice;" 4) an electronic "community of practice" in which states can continuously share ideas and strategies through a listserv, World Wide Web site, chat room, and periodic newsletters and conference calls; and 5) dissemination of the work of the Center across states.

84.325N
PROJECTS OF NATIONAL SIGNIFICANCE

Grant Number: H325N000012

Collaborating to Accommodate Students with Disabilities in Standards-Based Reform: A Model for Training General Education and Special Education Personnel

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: In recognition of the many challenges posed by standards-based reform initiatives, the University of Minnesota's Institute on Community Integration (ICI) and its National Center on Educational Outcomes (NCEO) will develop, implement, and disseminate an innovative model of collaboration called "Collaborating to Accommodate Students in Standards" (CASS). Representing a compilation of new and innovative professional development strategies along with those that have been piloted in Minnesota over the past several years, CASS is aimed at improving the preparation and ongoing professional development of general education and special education staff. CASS is a project that will provide general and special educators with critical collaborative planning and instruction skills to help students with disabilities meet high standards within the general education curriculum.

Method: CASS training will focus on the infusion of collaborative, research-based instructional strategies with general and special education staff to help students with disabilities meet standards-based requirements. Project staff will accomplish six specific objectives over a three-year period: 1) establish a CASS Leadership Team to oversee project activities and monitor progress; 2) develop a series of applied, professional development curricular products that promote collaborative planning and instruction within the context of standard-based requirements; 3) implement a "train-the-trainer" model to establish a cadre of CASS trainers; 4) conduct statewide professional development activities with teams of general education and special education teachers, supported by ongoing technical assistance; 5) develop and implement information dissemination activities to sustain CASS training efforts and promote national distribution of products; and 6) conduct progress and impact evaluation activities to assess project and student outcomes.

Products: CASS training will yield several specific benefits for both education staff and students. First, it will promote greater access to general education programs for students with disabilities in local efforts to implement standards-based reform. Second, it will enhance collaborative IEP planning and decision-making among general and special educators. CASS training will serve as a means of contributing to the retention of new special education staff as a result of the opportunity to acquire "real world" collaboration skills not possible in the course of preservice training. Given the widespread implementation of standards-based reform and the issues raised about the extent to which students with disabilities are included in such efforts, CASS will represent a model of exemplary practices that will be widely replicated on a national scale.

Grant Number: H325N000018

Special Education Preparation for Alternative School Settings

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Beginning Date: 9/10/00
Ending Date: 9/09/03

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Purpose: The project will select a core of critical teaching competencies from effective alternative education practice and develop the related knowledge, activities, and skills required for teacher preparation. It builds on an innovative special education preservice program in alternative education at San Jose State University. The project will: 1) develop materials and activities; 2) provide a national review and field-tests at five university sites; 3) revise competencies and skill training; and 4) provide Web-based and printed dissemination of tested materials and strategies.

Method: College instructors will be able to choose, from six modules, those competencies or clusters of competencies they wish to use. Content areas include the following: 1) adolescent reading development and instructional strategies; 2) positive behavioral interventions/support at individual, class, and school levels; 3) institutional culture, transitions, and family involvement; 4) counseling and social skill development in restricted environments; 5) culturally and linguistically relevant instruction; and 6) field experiences in alternative settings.

Grant Number: H325N000028

Designing, Delivering, and Evaluating a Distance-Education Program That Prepares College Staff to Develop and Implement Summer College Preparation Programs for Individuals with Disabilities Who Have Enrolled But Not Yet Begun College

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project will design, deliver, and evaluate a Web-based professional development course for professionals who provide transition services/academic support to individuals with disabilities in institutions of higher education. The course will teach currently employed professionals the skills they need to plan, implement, and evaluate a summer college preparation program for students with disabilities who have been accepted into their respective post-secondary institutions but who have not yet begun classes.

Method: The course will be offered six times during the project — once in each Fall and Spring semester — and it will be delivered via the Web using various instructional approaches. Course enrollees will learn to interpret

and apply the latest research-based approaches to teaching self-advocacy skills, instilling in students with disabilities a greater understanding of their disabilities and the need to obtain accommodations and/or assistive technology, and overall strengthening the "college survival" skills in these students. The project will also develop and implement a support and technical assistance system to help postsecondary staff to develop, implement, and evaluate their own college preparatory programs for individuals with disabilities.

Products: The project intends to have an impact on the field by preparing college support service providers to implement proactive interventions required to reduce historically high college attrition rates of students with disabilities and to make a significantly positive impact on the postsecondary performance, retention, and completion of these students. The project will also provide rural and isolated academic support providers with access to the very latest research-grounded methodologies to improve access and retention of students with disabilities. These outcomes will in turn enhance postsecondary opportunities and results for individuals with disabilities who are minorities, whose primary language is not English, and who may be the first in their families to attend an institution of higher education.

Grant Number: H325N000036

Promoting Quality Literacy Instruction for Students with Visual Impairments: Multimedia Resources for Teachers, Parents, and School Administrators

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Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
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Purpose: This project will provide a variety of multimedia resources for preparing teachers, parents, and administrators to support, facilitate, and deliver quality literacy instruction for students who are blind or visually impaired. These resources will include a series of interactive case studies on CDs that will provide guided practice in linking literacy assessments with targeted instruction, an electronic library of teaching episodes on DVD that demonstrate effective literacy instructional practices by accomplished specialists in visual impairment, and a national website that provides electronic resources for promoting quality literacy instruction.

Method: The resources will be developed within a framework that uses a case-based approach to foster reflective practice in delivering and improving instruction and that empowers teachers, parents, and administrators with ready access to needed electronic resources on literacy instruction for students with visual impairments. During the first year, resources will be developed in draft form; they will be field tested and revised in the second year; in the third year, university faculty and inservice facilitators will be invited to attend dissemination workshops on using the resources. An advisory panel of parents of children with visual impairments, consumers who are blind, specialists in visual impairment, and university personnel will guide the project.

Products: Materials will be disseminated via a trainer-of-trainers model, with participants using the resources in their classes and workshops to improve teacher effectiveness, thereby promoting quality literacy instruction for students with visual impairments. Representatives from state departments of education, specialized schools, and university programs in visual impairment will be invited to workshops to learn about the resources developed in the project and ways to integrate them into professional development activities and preservice education classes.

Grant Number: H325N000041

Building Capacity and Providing Support for School Decision Makers in Rural Settings: A Success Building Model

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Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Jane Hauser
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Purpose: This project will develop a model Web-supported assessment system and on-demand tutorial modules for collaborative training for regular and special education personnel, including paraprofessionals. It will develop a set of training products and a system for delivering those products intended to develop effective strategies to maximize the time and energy devoted to planning and delivering necessary inservice training and alternative strategies for assessing the specific needs of school personnel as well as training through Internet-based tools.

Method: The project will develop assessment and instructional materials to support a model for increasing the capacity of teachers and paraprofessionals to use a building-level model to provide collaborative services and support to students with disabilities. The initial training focus will be on collaborative teaming, curriculum matrixing, designing and delivering instruction, peer involvement, service improvement planning, and functional assessment. The project will field test the model with school personnel from three schools in rural south Georgia to pilot implementation and evaluation of the model in their schools.

Products: The products developed by the project will emphasize decision-making competencies that promote collaborative planning and teaming approaches, designing and providing leadership and orchestrating change at the building level, and interdependent communication through service improvement planning. Through the Web-supported multimedia environment, all school personnel can assess their knowledge of collaboration efforts and gain information about these efforts.

Grant Number: H325N000045

Project ReSpecT: Retraining Special Education Teachers

Project Director: Yell, Mitchell; Drasgow, Erik; Marshall, Kathleen J.
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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: This project will develop a model that emphasizes mentoring by assessing the needs of beginning special education teachers, determining why beginning special education teachers leave the profession, developing a retention program with a strong mentoring component, conducting research to investigate the most efficient and effective methods to implement this model in schools, field-testing the model throughout South Carolina, and

developing empirically validated training models that can be used to train administrators and teacher mentors in the correct use of the retention program.

Method: The model will be implemented in three stages. The first is the development of the model through a synthesis of existing literature and procedures, an assessment of the needs of beginning teachers, a study of the career paths of special education teachers certified in South Carolina from 1990 to 2000, and a survey of beginning teachers who have left the teaching profession in their first five years and of teachers who have stayed in special education for more than five years. Stage two will see empirical validation of the model through implementation in three school districts in South Carolina. Research will help refine and develop the model. In stage three, training modules will be developed to be used by school districts to implement effective teacher induction and mentoring.

Products: In the final year of the project, empirically field-tested modules will be developed to train administrators and educators to use a teacher retention model that emphasizes mentoring to retain beginning special education teachers in the field. Dissemination activities will be initiated through several channels to expand the impact of the project beyond the participating school districts, to other school districts in South Carolina and in the nation. Results will be disseminated through presentations at national special education conferences, journal articles, a national training manual, and a Website.

Grant Number: H325N000047

A Multi-Component Model to Support, Improve, and Retain Special Educators

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project will provide and evaluate the use and impact of a multi-component teacher support program. Up to 60 participating teachers located in 16 urban and rural school districts of western North Carolina will be offered an array of services intended to provide personal support, improve instructional skills, and reduce attrition.

Method: The teacher support program will consist of multiple supports that will be offered in three locations in the region each year for three years. Participants will be given the opportunity to choose the supports they believe are the most relevant to their needs. Their participation in selected components will be monitored and the impact of the interventions will be analyzed through the collection of quantifiable outcome measures that will reflect "burnout" level, teaching efficacy, and retention. An on-going qualitative study will be conducted to assess how participants are affected by job-related problems, and how participation in the support program impacts their abilities to manage these problems.

Products: It is anticipated that participation and resultant benefits will be increased due to consumers' input and planning for various instructional aspects of the intervention. Participating teachers will have the opportunity to offer and receive substantive and emotional support as collaborative problem solvers. Dissemination methods for project information and products will be pursued with specific focus on providing relevant agencies with information to improve offerings of teacher support.

Grant Number: H325N000048

Project IMPACT*NET: Implementing a National Model of Distance Education to Increase Classroom Skills of Paraeducators and Their Supervising Teachers

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: This project will deliver two training programs to paraeducators and to teachers nationwide using the Internet-based Rotor Learning System in a distance education format. The programs, Enhancing Skills of Paraeducators (ESP) and Colleagues in the Classroom (CC), are field-tested training programs which include exercises presenting school problems and case studies. The project will also implement a model for distance delivery of inservice training to improve the effectiveness of classroom teams.

Method: The project will adapt existing ESP and CC training materials to the Rotor Learning System, and it will implement, evaluate, and refine the distance delivery of ESP and CC at multiple field-test sites with the assistance of local site coordinators. It will also develop a national model for distance training of teachers and paraeducators, and establish mechanisms for maintaining and expanding the model. Groups of teachers and paraeducators will receive the Rotor Learning System video and audio signals at six sites across the U.S.

Products: The distance education model will be developed for and disseminated to state and local education agencies, school districts, community colleges, state improvement grantees, and university teaching programs to ensure ongoing training. The project intends to produce and promulgate a model for standardized, field-tested, nationally available training to enhance the instructional skills of paraeducators, Title I aides, and the supervision skills of teachers. Information and materials will also be disseminated via mailings and conference presentations.

Grant Number: H325N000055

Innovations: Training Service Providers to Work with Infants Who Have Multiple and Low-Incidence Disabilities — An Inservice Model

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project is an innovative inservice training method for service providers working with infants who have multiple and low-incidence disabilities. The project will develop training modules delivered through distance education methods to assist service providers in supporting caregiver interactions and in meeting the infants' intensive intervention needs within daily activities.

Method: Training modules will provide essential information on infants who have multiple and low-incidence disabilities and their families along with information on motor, vision, hearing, communication, and adaptive development. The training will focus on strategies to gather information about an infant's learning needs and the family's priorities and to design and implement meaningful interventions in the home and other natural environments. Modules will be delivered through regional trainings, online instruction, and home study packages. Modules and exemplar cases will include strategies for collaborating with families who have diverse child-rearing practices and for increasing communication with families who use languages other than English.

Products: Products will include a programmed Web-based archive of the training content, including resources and interdisciplinary training modules with problem-solving cases and learning activities. Training materials will be developed in various formats: online, print, closed-captioned video, and CD-ROM. The project is intended to result in: 1) the validation of a distance-delivery inservice model using training modules, 2) a Website and other instructional resources and materials for training service providers, 3) an increase in qualified service providers and local capacity, and 4) improved early intervention services to infants with multiple and low-incidence disabilities and their families.

Grant Number: H325N000058

Early Intervention in Natural Learning Environments: A Model to Build Capacity across State Systems

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project will use the findings from an early education program for children with disabilities (the data from which supports a reconceptualization of early intervention) to develop, implement, and evaluate a training model on the use of natural environments in early intervention.

Method: The project model will encompass both inservice and preservice materials and activities to support individual states' comprehensive systems of personnel development (CSPD). The training audiences are Part C coordinators, CSPD coordinators, higher education faculty, program administrators, service providers, and families. The training content will include assessment, individualized family service program development, intervention, and evaluation techniques. The training materials will include workbooks, training manuals, course syllabi, and slide presentations for illustrating each phase of early intervention.

Products: Training activities will be disseminated via the products developed by the project: the workbooks, manuals, syllabi, and workshop presentation packages. Electronic technologies will be used for both training and dissemination, thus enhancing the impact of the model. Early intervention programs in nine states will participate in the project during its first two years; afterwards, the model will be disseminated nationally. Approximately 5,000 people nationally are expected to be impacted by the model.

Grant Number: H325N000064

Assessing One and All: An Internet Hypermedia Model for Professional Development

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: This project will evaluate a hypermedia distance education model to enhance educators' decisions about the participation of all children with disabilities in assessments and to apply their enhanced decision-making to children's Individualized Education Plans (IEPs). This model of professional development promotes situated, social, and distributed knowledge via Internet-based hypermedia modules, virtual and physical discourse communities, case-based learning, and traditional media.

Method: Learning content in the project is grouped into three modules: 1) Principles, Policies, and Practices of Educational Assessment; 2) Large Scale Assessment, and 3) Accommodations and Alternate Assessment. The professional development initiative will proceed in three phases: 1) validation of module content and instructional procedures; 2) pilot dissemination to three intact educational communities of 60 learners, and 3) national dissemination to 500 educators, parents, and administrators across the nation. The impact of the project will be evaluated by pre/post evaluation of participants' knowledge, concurrent- and post-participation surveys, and permanent products demonstrating knowledge application.

Products: The project will provide a Web-based hypermedia approach to deliver an innovative training model that focuses on IEP decision-making with regard to children's participation in assessments. The professional development initiative begun through this project will yield several field-tested products and will be sustained by fees generated for continuing education certification and graduate credit. This project will directly serve at least 560 educators and parents of students with disabilities via Internet-based media, with the potential to reach thousands more during the project and after its completion.

Grant Number: H325N010003

ACCESS: Achievement in Content and Curriculum for Every Student's Success

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Beginning Date: 8/01/01
Ending Date: 7/31/04

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Purpose: This project will improve the preservice preparation of general and special education teachers, and will improve the knowledge and skills of practicing teachers and paraprofessionals through the development of high-

quality, case-based modules that can be integrated into preservice methods and curriculum classes and can be used as a platform for inservice seminars.

Method: The modules will focus on students with learning disabilities in the middle grades (6-8). Each module will incorporate universal design for curriculum and a strong focus on helping students with learning disabilities develop appropriate coping systems within the curriculum areas of science and social studies. Each module will also address the importance of assessing learning outcomes for exceptional students. The user-friendly format will include background readings, case-based presentations, handouts, overheads, activities for learning, test/assessment banks, software support, an online component, and resource lists to guide the instructor. A team consisting of a content area specialist, a special educator, a classroom teacher, and individuals with learning disabilities will develop each module.

Products: Two preservice and inservice case-based modules will be developed — one focusing on science and one on social studies. Dissemination of the modules will include Website and Internet distribution of information, conference presentations, journal articles, and publication through the Council for Exceptional Children.

Grant Number: H325N010011

Building Teacher Preparation Capacity through Partnerships with Families: Improving Teacher Quality

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: This project addresses the lack of family involvement in the design, implementation, and evaluation of personnel preparation programs. It will provide the teacher preparation field with a vehicle for ensuring that teacher candidates will actively involve families in the educational decisions concerning their children.

Method: The project will establish a partnership among three universities (University of Central Florida, George Washington University, and University of Colorado at Denver) and the Family and Advocates Partnership for Education at the Pacer Center. The project will focus on three components: 1) research of the professional literature on family participation in the development and delivery of teacher preparation programs and a survey of current teacher preparation programs, State Improvement Grants, and Parent Training Centers to determine the ways in which families of students with disabilities, students with disabilities, and adults with disabilities are involved in teacher preparation; 2) a broad analysis of current institutional accreditation and professional development standards and policy reforms, and development of recommendations for national policy related to strengthening the involvement of families in personnel preparation; and 3) design, implementation, and evaluation of a curriculum for teacher preparation and state professional development that focuses on the role of families in their child's education.

Products: The project will develop and disseminate a teacher preparation package that will ensure that teacher candidates will actively involve families in educational decisions. Technology will be infused throughout the project with such activities as a Web page, chat room, and electronic linkages to other nationally significant projects. Significant outcomes from the project include new partnerships among teacher preparation programs, parents, and national technology centers; training products for replication in teacher preparation programs and

Comprehensive System for Personnel Development programs; national dissemination of findings; and significant linkages to state improvement efforts.

Grant Number: H325N010013

A National Program for Evaluating Educational Interpreters through Distance Education

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Ending Date: 6/30/04

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Purpose: The project will develop a national center that will provide efficient, reliable, and valid assessments of educational interpreters.

Method: The majority of children who are deaf and hard of hearing are educated in public schools using the services of an educational interpreter. This interpreter is responsible for translating all the classroom communication into some form of sign communication and all the child's communication into spoken English. Despite the critical role that educational interpreters have in providing access to education, the majority of interpreters are minimally qualified to serve this function. In addition, states have been reluctant to impose guidelines or requirements on educational interpreters. Even when a state or school district wishes to evaluate the quality of the educational interpreter's skills, there are few resources to accomplish this. To meet this need, the Educational Interpreter Performance Assessment (EIPA) was developed and is currently used by many states and school districts. However, the implementation of EIPA has some limitations. This project will develop professional materials that explain the need for evaluation and how it should be conducted, directed to administrators, teachers, interpreters, and parents.

Products: A World Wide Web site will be developed to provide a great deal of information about the EIPA and educational interpreting. The project will develop assessment materials, including a written test of competencies. A complete psychometric review of the EIPA will be conducted. In addition, the project will disseminate demographic data that will help states and school districts understand the need for evaluation and will impact training.

Grant Number: H325N010017

Promoting Quality Instruction in Mathematics for Students with Visual Impairments: Multimedia Resources for Teachers, Parents, and School Administrators

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Beginning Date: 6/01/01
Ending Date: 5/31/04

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Purpose: This project will provide a variety of multimedia resources for preparing teachers, parents, and administrators to support, facilitate, and deliver quality math instruction for students who are blind. These resources will include a Nemeth Code tutorial in CD-ROM format, an electronic library of teaching episodes on DVD, and resources available on a national Website developed by Texas Tech University.

Method: The project is a joint effort between the Research and Development Institute and Texas Tech University to develop a national Website devoted to two major issues in the education of blind and visually impaired students: math instruction and literacy instruction. The Website will provide electronic resources for promoting quality math instruction as well as literacy instruction. University faculty members, inservice facilitators, parents, general educators, and administrators are the intended audiences for these resources. The multimedia resources will be developed within a framework that uses a case-based approach to foster reflective practice in delivering and improving instruction, and that empowers teachers, parents, and administrators with ready access to needed electronic resources on mathematics instruction for students with visual impairments.

Products: In the final year of the project, university faculty and inservice facilitators will be invited to attend a dissemination workshop on using resources. Through a trainer-of-trainers model, these participants will then use the resources in their classes or workshops to improve teacher effectiveness, thereby promoting quality math instruction for students with visual impairments.

Grant Number: H325N010018

National Personnel Development in Secondary Special Education and Transition Project

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Beginning Date: 7/01/01
Ending Date: 6/30/04

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Purpose: This project will develop an online masters program in secondary special education and transition, with the goal of providing a comprehensive system for training personnel in the knowledge and skills they need in order to advocate for, develop, and implement the high-quality transition services necessary for adolescents with disabilities.

Method: The project will achieve its goal by: 1) implementing a phase-in approach to the development of an online program of transition specialization using case-based and problem-based online training modules that can be integrated into existing statewide personnel development and preservice training activities as well as operate as a stand-alone program; 2) incorporating expert consultants and jurors into the development of online modules; 3) developing partnerships with state departments of education to field test and participate in the online course and degree program development and implementation; 4) providing online and face-to-face forums and national dissemination of information about the project and engaging consumers of the personnel development information in ongoing networking opportunities; and 5) developing a system for continually updating, refining, validating, and evaluating the effectiveness of the personnel preparation content.

Products: The project will provide a self-sustaining national training resource that is accessible to a variety of audiences, that can be easily translated for use in a variety of local settings, and that is generative in nature. It

will provide a forum for dissemination of validated content and for generating new content as training needs evolve and promising new practices emerge. The project will provide direct training to at least 4,500 persons who will be involved in field-testing the online instructional units and courses, as well as others who will access the online units once they are completed. Fifty students at University of Kansas and 50 students at Western Michigan University will benefit through their involvement in pilot-testing of the courses. At the completion of the grant, cohorts of a maximum of 25 students per year will be enrolled in the specialization program.

Grant Number: H325N010022

Meeting the Challenge: Building Capacity of Early Care and Education Providers

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Beginning Date: 8/01/01
Ending Date: 7/31/04

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Purpose: Professionals in Early Childhood Education (ECE) and Early Childhood Special Education (ECSE) have expressed pervasive concerns about their ability to educate and support young children with challenging behavior. The challenges associated with promoting the active participation and skill development of children who engage in socially isolating or harmful patterns of problem behavior often result in the exclusion of these children from community-based early childhood programs and may make providing services in natural environments seem overwhelming to service providers. In this project, instructional modules that employ problem-based learning components will be developed, evaluated, and disseminated. These modules will be designed to provide both preservice teacher educators and inservice instructors with instructional technology and content that can be used within preservice coursework or as discrete inservice workshops.

Method: The following six modules will be developed: 1) Promoting Communication and Social Skill Development; 2) Problem Behavior Has Meaning; 3) Positive Behavior Interventions and Supports; 4) Teaching Skills in Natural Environments; 5) Supporting Families; and 6) Providing Collaborative Consultation to Support Children with Challenging Behaviors. These instructional modules will be available in multiple formats including an instructional DVD, a multimedia package including VHS tapes and Powerpoint slides, and a project Web page. The instructional modules will be developed in partnership with families and community programs to ensure the inclusion of "real world" case studies and video vignettes. Each instructional module will be implemented and field tested within multiple preservice education courses and inservice programs in multiple, geographically and ethnically diverse states. The modules will be evaluated for implementor satisfaction, participant satisfaction, knowledge acquisition, and effects on professional practice, prior to national dissemination.

Products: National dissemination will occur through conference presentations, publications in professional journals, and the program Web site. In addition, a special workshop will be held the third year of the project for staff development specialists to increase dissemination and replication impact nationwide. Dissemination activities will target multiple disciplines through relevant professional organizations.

Grant Number: H325N010023

Using Anchored Instruction to Enhance the Preparation of Special Education Teachers

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: Project MAINSTEP will develop, implement, evaluate, and disseminate an innovative and nationally replicable model personnel preparation program to enhance the preparation of undergraduate teacher trainees to work effectively with students with mild/moderate disabilities. The model program will address two of the Office of Special Education Programs invitational priorities: 1) development of innovative training models using technology; and 2) projects designed to develop cases or project-based learning enhanced curricula. In addition, it will address critical concerns that current teacher trainees are adept at learning factual information but are not prepared to apply the information to develop and implement academic and behavioral interventions.

Method: The model program will develop, evaluate, and disseminate a set of 15 Multi Media Anchored Instruction Cases (eleven in the area of assessment, instruction, and student progress monitoring, and four in the area of behavior management) to provide undergraduate preservice teacher trainees with multiple opportunities to view expert teachers in real-life teaching settings. The modules will feature teachers modeling effective practices and solving instructional and managerial problems and enable trainees to explore a series of instructional environments and situations that are not easily accessible in traditional university classroom settings. The anchors for these modules are built on the effective intervention research and professional practices literature and the Council for Exceptional Children's essential professional knowledge and skills for special educators.

Products: During the Dissemination Phase, the model and modules will be nationally disseminated to university and alternative teacher education programs and Comprehensive System of Personnel Development (CSPD) coordinators via CD-ROM and the World Wide Web.

Grant Number: H325N010027

Natural Allies: Working with Community Colleges to Prepare Personnel to Provide Quality Services for All Young Children in Natural Environments

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: Natural Allies will develop, implement, evaluate, and disseminate a model that will yield change and improvement in community college coursework and practical experiences related to serving young children with disabilities in inclusive natural environments.

Method: Salient features of the Natural Allies implementation plan include: 1) working with family members, adults with disabilities, early childhood faculty, early childhood teachers, early interventionists, and state agencies in eight states to identify priorities for change in early childhood teacher preparation; 2) providing instructional resources and educational experiences, including a four-day intensive institute designed to address individual and state priorities, to interprofessional teams of faculty, community, family, and state agency representatives; 3) facilitating the development of state and individual action plans for improving the quality of community college preparation; and 4) providing technical assistance over an 18-month period in support of the action plans. The project is based on a proven systems-change model that has produced documented, long-lasting, and meaningful changes in preservice personnel preparation at individual, program, and state levels. Values of the project include building on existing resources and expertise, campus-community collaboration, and team-based, ecological approaches.

Products: The project will result in a model that will improve community college preparation of individuals serving young children with disabilities in inclusive natural environments. Other outcomes will include: 1) increased knowledge and skills of community college faculty related to using innovative instructional approaches for infusing exceptionality and early intervention content in their instructional programs; and 2) enlarged capacity of community colleges to prepare students for instructional and supervisory roles in natural environments serving all young children with families.

Grant Number: H325N010031

The Special Connections Project

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Ending Date: 8/31/04

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Purpose: The Special Connections Project will institute change in teacher education programs through the development of a virtual online archive to support IDEA's mandate for educators to provide students with special needs the opportunity for meaningful access to the general education curriculum with appropriate aids and services. The virtual archive of Web-based materials can be integrated into both general and special education teacher preparation programs as well as related services personnel preparation, leadership preparation, and professional development programs.

Method: The focus of the archive will be meeting the needs of school-age children and youth with mild/moderate disabilities (including learning disabilities, emotional/behavioral disabilities, mental retardation, and attention deficit hyperactivity disorder). One section of the archive will house components that enhance traditional personnel preparation coursework or training. This section will contain interactive content modules, problem-based learning tasks, and case studies. The second section of the archive will enhance traditional personnel preparation fieldwork. It will provide opportunities for online collaboration and guidelines for, and examples of, telementoring. Entries to both sections of the archive will meet standards of universal design. Other design parameters that will guide development of entries include research-to-practice applications and creation of templates that allow natural contributions and expansion of the archive. Existing validated virtual materials such as Power of 2 and the Transitions Case Study will be incorporated into the archive as determined by a national board of jurors. Dissemination will occur through the Project Partnership Network and will include online strategies (Web-based workshops and forums) and traditional strategies (regional and national training at conferences).

Products: The outcome of this project will be the creation of a virtual archive which will serve as a source of interactive personnel preparation training for educators. The virtual archive will contain text-based content, interactive video clips illustrating effective practice, activities that are application-oriented, assignments that require instructor feedback, knowledge-based assessment, personal portfolios that contain work products, and threaded discussion. Modules will focus on characteristics of school-aged students with mild/moderate disabilities, assessment of students with special needs, social interventions, positive behavioral supports/interventions, and academic interventions. The archive will also enhance traditional field-based experiences through provisions for online collaboration.

Grant Number: H325N010041

Integrating Disability History in Special and Inclusive Education

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Beginning Date: 7/01/01
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Purpose: The project will develop an innovative Web-based model to help special and regular educators integrate disability history in social studies, science, and language arts curricula. The goal of the project is to build knowledge and a common language with which to engage in meaningful dialog about the history of people with disabilities.

Method: The project represents a unique partnership among three groups ideally suited to develop an innovative model of professional development: Straight Ahead Pictures (SAP); Special and Inclusive Education Faculty of Syracuse University; and the Center on Human Policy. SAP, an award-winning media/education production company with extensive experience bringing disability studies and historical archives to the public, will adapt two interrelated on-line museum exhibitions—one on disability leaders and one on assistive technology—for current and student teachers. The project will include Syracuse University faculty in inclusive education, science education, social studies, and language arts, who will design guides to help special and inclusive educators integrate disability history in social studies, science, and language arts curricula. The Center on Human Policy, a national leader in promoting the participation of people with disabilities in all aspects of American life, will administer this project. The project will develop its two curriculum products with the Disability History Museum, an extensive database-driven web site created by SAP (prototype: http://www.disabilitymuseum.org). After surveying and studying a selection of primary sources and familiarizing themselves with the educational goals and design criteria of the museum exhibits, student teachers, with the help of their faculty, will develop age-appropriate curriculum units including lesson plans, classroom activities, and assessment tools. This curricula will be designed to complement and integrate with the museum's first two on-line exhibits: 1) Doers and Deeds: 1776-1990, Shaping the Experience of Disability in the United States; and 2) Tools and Liberties: A History of Assistive Technology and Universal Design.

Products: Curriculum development for "Doers" and "Tools" will have both local and national impacts. Locally, a core group of Syracuse University faculty and student teachers will learn how to develop curricula for use online, how to teach using historical evidence related to disability history, and how to engage and mentor students in grades 5-12 who are encountering topics in disability history as part of their course work in American

History, Literature, Science, or Math. Nationally, education faculty, student teachers, classroom teachers and their students will have access to these activities once the curricula are made available on the Web.

Grant Number: H325N010044

A National Program to Train Speech-Language Pathologists in Classroom Performance Assessment, School Curriculum and IEP Planning

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Purpose: This three-year project will develop a model training and support system to prepare school speech-language pathologists (SLPs) to assess performance in the regular classroom, identify curriculum standards and benchmarks, and plan educationally relevant IEPs. The project will be designed, implemented, and refined in Ohio first, through the Ohio Department of Education's network of Special Education Regional Resource Centers (SERRC). It will then be disseminated nationally through the Center for School Communication Sciences and Disorders (CSCSD) and supported by its World Wide Web site.

Method: The plan of operations calls for the establishment of a World Wide Web site to support this major national training initiative. The project is organized in three phases: development, field-testing, and national dissemination. During the development phase, three overview workshops will be created, covering the following topics: 1) classroom performance assessment; 2) school curriculum (goals, objectives, and benchmarks); and 3) collaborative IEP planning. These workshops will introduce SLPs to important knowledge and skills needed in each area and show them how to use the CSCSD Web Site to move from theory into practice. The web site will provide robust interactive training support including, e.g., downloadable assessments, preferred practice templates, case examples, ongoing feedback, opportunities for discussion, and a host of other practical ideas and supports. The workshops will be evaluated in three locations in Ohio to gauge their effectiveness, align Web supports, and evaluate participant outcomes. They will then be videotaped and webstreamed with other Web components for Internet delivery to two remaining locations in the state. Finally, the completed Internet version will be evaluated and refined in three national test sites before it is then made available for national dissemination. The training programs and Web-based support systems will be institutionalized at the CSCSD which will maintain support for it long after funding ends.

Products: The project's staff development program, supported by its Web site, will provide a nationally replicable model for training and support that can potentially empower approximately 100,000 school SLPs and improve the lives of more than five million children.

Grant Number: H325N010050

Virtual Assistive Technology University

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Beginning Date: 4/01/02
Ending Date: 9/30/03

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Purpose: Virtual Assistive Technology University (VATU) will stimulate systemic change and transform the preparation of educators to integrate and use assistive technology, specialized software, Web accessibility, and universally designed curriculum with children and youth, ages 3 through 21, who have disabilities.

Method: During the three years of the project, concurrent training will be provided to more than 200,000 educators, including: 1) general education teacher educators; 2) special education teacher educators; 3) general education teachers; 4) special educators; 5) future general education teachers; and 6) future special educators. Using an innovative approach that combines concurrent training, Web-based professional development, and on-line resources, VATU will: 1) build on the combined resources of experts who are on the cutting edge of Internet-based professional development; 2) address the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 that mandate the consideration of assistive technology and assistive technology services; and 3) conduct research that investigates a model of special education personnel preparation that utilizes on-line communities, highly interactive Web-based courses, and on-line resources.

Products: VATU will use intensive electronic, print, and in-person approaches to the dissemination of training to more than 200,000 educators.

Grant Number: H325N010051

Bridges to Success: A Developmental Induction Model for Early Career Rural Special Educators

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Beginning Date: 1/01/02
Ending Date: 12/31/04

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Purpose: Bridges to Success is a model program that proposes to effectively address the unique needs of early career rural special educators, thus improving their retention and effectiveness. The project will develop, implement, evaluate, and disseminate a model induction program with three core components: local induction, mentoring, and ongoing professional development.

Method: These induction components will build on the coordination of local, regional, and statewide networks for mentoring and professional development and the use of distance education technologies. Professional

development activities will focus on improving student outcomes. Distance learning technologies will be systematically employed to overcome the challenges of communication in isolated rural areas.

Products: As a result of this project, the retention of early career special educators in rural areas will improve, and a validated, flexible, and fully developed model of induction will be made available nationally to states and local education agencies for replication.

Grant Number: H325N020013

National Individualizing Preschool Inclusion Project: A Project of National Significance

(NOTE: This project is in the process of being transferred to Vanderbilt University.)

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Beginning Date: 7/01/02
Ending Date: 9/30/05

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Purpose: Despite considerable research on inclusion in the preschool years, the need still exists for a model that is specific enough to consist of preferred practices yet broad enough to be applied for individual children in different settings. Capitalizing on a model that has been developed and demonstrated through a previous project, this project will implement the model in various settings, and will establish partnerships with states for inservice training, institutions of higher education for preservice training, and direct-service programs for implementation.

Method: The Individualizing Inclusion approach hinges on three critical components: 1) functional intervention planning, 2) integrated therapy, and 3) embedded intervention. Functional intervention planning is carried out principally through a "routines-based assessment," featuring an interview of the family and the teaching staff. Integrated therapy consists of provision of occupational therapy, physical therapy, speech language pathology, and early childhood special education. Embedded intervention involves the use of proven instructional principles, especially incidental teaching, in the context of developmentally appropriate activities. An innovation of the Individualizing Inclusion Project is to base its activities on networks: 1) a network of demonstration-and-training sites will be developed constituting programs providing direct services to children; 2) a network of institutions of higher education will be developed to assist in the development of modules and syllabi and to implement and evaluate these training products; 3) a network of states and their technical assistance projects will be developed to assist in the development, implementation, and evaluation of inservice and technical-assistance products. Once they have been developed, the three networks will be connected and expanded so that, ultimately, large networks of demonstration-and-training sites, institutions of higher education, and state agencies will work together to implement and evaluate the Individualizing Inclusion approach.

Products: The project will develop manuals, modules, and syllabi and will cosponsor a four-day institute each year.

Grant Number: H325N020019

RIME Online: Preparation in Reading Instructional Methods of Efficacy Online

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Beginning Date: 8/15/02
Ending Date: 8/14/05

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Purpose: RIME Online has two major components: 1) development and implementation of an interactive online course in assessment and instruction in early reading and spelling for teaching at-risk learners; and 2) development of a collaborative professional development network through computer-mediated communication (i.e., email, chat rooms, listservs, and bulletin boards).

Method: RIME Online addresses several needs at the local, state, and national levels. The most pressing need is to increase the number of special and general education teachers who are prepared to teach reading to children who struggle with literacy development. The project addresses this critical need through three phases. During the development phase, an interactive online course in assessment and instruction in early reading and spelling for teaching at-risk learners will be developed. Instructional modules, CD-ROMs, interactive multimedia presentations of lessons and activities, and supplemental materials will be developed. The collaborative professional development network will be developed using computer-mediated communication formats, regional meetings, and site visits. During the implementation phase, the online course will be offered to approximately 30 special educators to develop skills in interactive collaboration and to commit to being "facilitators." Subsequently, facilitators will provide ongoing support to approximately 60 additional general education teachers who will also participate in an interactive online course. The replication, extension, and dissemination phase (the third phase) will be addressed throughout the three years of the project.

Products: During the final phase of the project, emphasis will be placed on sustainability of the interactive online course and collaborative professional development through partnership with the Arizona State Department of Education and national organizations, as well as presentations and publications describing the model. A World Wide Web site will also be created providing an avenue for dissemination and portal for Web-based communications.

Grant Number: H325N020046

A Statewide Collaborative Model to Certify Pre-Service Infield Educators of Residential Delinquents with Disabilities

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Beginning Date: 7/01/02
Ending Date: 6/30/05

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Purpose: The need to provide a model teacher-training program for educators serving youth with disabilities within long-term centers as well as detention centers for delinquents remains a major concern. This project will

develop a statewide economical, replicable teacher certification training program that will equip teachers with skills to address the major learning, employability, life, and resiliency skill needs of this population, and also equip teachers with capability and academic credentials to assume leadership roles in needed curriculum development and modification.

Method: The project represents a systemic change approach, through the cooperative resources of the University of West Florida's Department of Special, Primary, and Vocational Education, the Florida Department of Education's Division of Workforce Development, Florida's Circuit One Residential and Detention Programs, the University of Central Florida's Project Central, Florida's Comprehensive System of Personnel Development, and Florida's Diagnostic and Learning Resource System. The model will incorporate the resources of these agencies to enable teachers to function within a multi-modal program designed to meet academic, vocational, and related adjustment and life skill needs through career pathways from entry work level to college preparatory, while completing a certification in special education. A training model will be produced that: 1) trains teachers to meet the career pathway needs of youth with disabilities, as well as youth within the delinquency or at-risk population; 2) addresses the curricular needs of this population; 3) develops an understanding and application capacity on the part of teachers to work in holistically oriented programs that stress the integration of treatment and education; and 4) has the capacity to train teachers over a wide geographic area statewide. During the first year, the project will modify a curriculum for teacher certification in Varying Exceptionalities that will include all the needed state competency requirements as well as needed competencies to meet the needs of delinquent youth, and develop and implement a statewide delivery system that enrolls and trains teachers for certification in Varying Exceptionalities. Trainees will receive training via Web-based and regional workshops as well as on-site instruction under the combined resources of the identified partners. During the second and third years, developers will establish a statewide training network with the incorporation of training modules and will assist participants to complete the eighteen-hour certification requirement.

Products: The teacher training materials will be disseminated nationwide.

Grant Number: H325N020049

Idaho and Maryland Training Opportunities for Paraeducators: IM-TOP Project

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Beginning Date: 9/01/02
Ending Date: 8/31/05

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Purpose: This project addresses the 1997 IDEA reauthorization requirement that paraprofessionals serving special education students should be appropriately trained and supervised. It draws its substance from a statewide model that has emerged as the result of training efforts in Colorado, which provides supervisory and training skills to school professionals who then become trainers. Data show that the Colorado Training Opportunities for Paraeducators (CO-TOP) Model has increased the capacity of Colorado local education agencies to provide paraeducator training locally and to resolve some of the difficult problems of practice regarding paraeducator recruitment, retention, training, and supervision. This project will complete the development of the model components, implement it in other sites, and evaluate the effects of the model in those sites.

Method: The project will implement the CO-TOP Model for training paraeducators in two states through the following activities: 1) complete the refinement of the CO-TOP Model, materials, and procedures; 2) establish the CO-TOP Model in two states—one urban East-coast state (Maryland) and one rural western state (Idaho); and 3)

create an implementation manual based on evaluation data and case studies. The premise underlying the CO-TOP Model design is that inservice paraeducator training must: 1) be provided in school buildings rather than campus classrooms; 2) provide credits that lead to a credential of some type; and 3) provide choices to paraeducators who may only complete district-directed requirements and/or complete an associate-level degree.

Products: This project will prepare school professionals to become trainers of paraprofessional staff and to employ appropriate supervision techniques with paraeducators. The documentation of the implementation processes, difficulties and successes will form the basis for a project manual to be disseminated to other state education agencies seeking solutions to inservice paraeducator training and supervision issues.

Grant Number: H325N020064

National Institute on Keeping Web Accessibility in Mind in K-12 Education: Project WebAIM

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Beginning Date: 10/01/02
Ending Date: 9/30/03

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Purpose: This project will increase the accessibility of Web-based components of the general curriculum for students with disabilities.

Method: The project will develop, implement, and evaluate a model of system change for the K-12 system. The sets of procedural guidelines will be field tested across three school districts. The project also will develop, implement, and evaluate an accessibility curriculum to be used in required technology courses during preservice teacher training. The curriculum will be field tested across four teacher-training programs. A research and development model will be used—the model will rely heavily on formative data to provide directions for revisions, and a summative phase will also be used to garner final outcome data. The project will rely heavily on the previous accessibility and higher education reform work of the project WebAIM as well as an advisory panel, who will help in development and review efforts.

Products: The model for reform and the accessibility curriculum will be designed for the purpose of nationwide dissemination. The model of reform will be implemented across local and state settings. The accessibility curriculum will be designed in a way to fit into existing courses in a multitude of ways. Instructors will be able to pick different lessons with varying types of access, consumer simulations, assignments, group projects, and assessments.

Grant Number: H325N020065

TAPS Model: Team Approach to Paraeducator/Supervisor Professional Development

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Beginning Date: 1/01/03
Ending Date: 12/31/05

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Purpose: The Early Childhood Department at Western Oregon University's Teaching Research will develop, evaluate, and disseminate an innovative model for an improved training approach that will address the national need for early intervention/early childhood special education (EI/ECSE) supervisors to provide ongoing supervision and professional development for paraeducators in a collaborative format.

Method: A competency-based curriculum will be developed related to national paraeducator standards, which will be implemented using a self-directed training format with onsite follow-up for both paraeducators and their supervisors. The TAPS Model will be field tested in five EI/ECSE programs in Oregon and one in Nevada. The model is a blueprint for ongoing professional development and will be based on recommended practice in adult education, case study methodology, and early intervention practices. This model will enable EI/ECSE paraeducators to develop improved skills in providing services to children and families with disabilities and to access training that is individualized and accessible in their work site. Materials and training procedures will be developed and implemented to enable others to replicate the TAPS Model.

Grant Number: H325N020070

HERITAGE: Helping Early Interventionists Receive Informative Training to Address Grandparent Families' Needs in Effective Ways

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Beginning Date: 8/01/02
Ending Date: 7/31/05

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Purpose: Project HERITAGE (Helping Early Interventionists Receive Informative Training to Address Grandparent Families' Needs in Effective Ways) will develop, evaluate, and disseminate an innovative model to provide professional development to early interventionists in delivering effective services to grandparents raising grandchildren with disabilities who are age birth to three years.

Method: The project activities include: 1) establish partnerships to assure that all components of the model have broad applicability; 2) develop case/problem-based training modules; 3) develop inservice training strategies using technology; 4) implement the model with early interventionists through group and individual training; 5) evaluate the effectiveness of the ANGELS training model; and 6) disseminate results of Project ANGELS nationally. Presenters with expertise in legal issues, mental health, social work, early intervention, and adult

learning issues related to grandparent families will provide ongoing training without the necessity of being onsite. The training model will be developed, implemented, and evaluated in collaboration with the states of California, Michigan, Tennessee, and Utah. The project design enables it to be easily incorporated into state Comprehensive System of Personnel Development trainings.

Products: To meet the training preferences of early intervention programs, two options will be made available: 1) group training using DVD technology and print materials; and 2) individual training using DVD technology, print materials, and online Internet support that includes chat rooms and e-Group.

Grant Number: H325N020075

Project LEAD

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Beginning Date: 10/01/02
Ending Date: 9/30/05

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Purpose: This project will create a comprehensive model for developing leadership skills in community program administrators who administer service delivery programs to young children between birth and six years of age, especially those children with risks, delays, or disabilities.

Method: This leadership development model will: 1) increase capacity of local administrators; 2) increase capacity of states to provide ongoing and systematic leadership training; 3) develop an infrastructure which will utilize multiple training strategies, including the Internet, conference presentations, workshops, and a Leadership Academy which will provide intense and in-depth training over the course of the year for a select group of administrators; 4) increase capacity of university faculty and university training programs; and 5) utilize and coordinate existing resources for leadership development. Concepts and theories that will undergird the training content and strategies include: ecological theory, inclusion, cultural sensitivity, system theory, systems change, community of learners theory, community development theory, mentoring, and peer coaching.

Products: This leadership development model will increase knowledge and skills of program administrators in six broad areas: 1) research-based practices regarding child learning and development; 2) administration; 3) human resource management; 4) policies and politics; 5) collaborative systems; and 6) conceptual leadership. The project will develop a minimum of ten modules, which include Web-based learning experiences. Other products that will be developed to improve both preservice and inservice training include: 1) a set of validated competencies for early intervention program administrators; 2) a tool to access training strengths and needs; 3) a multidimensional Comprehensive System for Personnel Development training plan; 4) a national registry of leadership developers and resource materials; and 5) an interactive World Wide Web site.

Grant Number: H325N020079

Project RIITE (Resources and Interactive Instruction for Training Educators in Deafblindness)

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Beginning Date: 12/01/02
Ending Date: 11/30/05

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Purpose: Project RIITE (Resources and Interactive Instruction for Training Educators in Deaf-Blindness) will develop an innovative inservice training program for individualized study by personnel serving children and youth who are deaf-blind, which will use DVD technology combined with Internet support. This interactive training program will increase educators' understanding of the impact of combined vision and hearing loss and guide them through the decision-making process of determining the accommodations and modifications required for these children to have access to educational environments.

Method: This training model includes instruction and information, simulated experiences with various combinations of vision and hearing losses, problem solving with guided case studies, and individually completed case studies. The training program will support effective learning through high-level interactivity and learner participation, and the training modules are also useful as a resource once training is completed.

Grant Number: H325N020081

Project IEP-D

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Beginning Date: 8/21/02
Ending Date: 8/20/05

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Purpose: This project will train local teams of administrators, lead teachers, parents, and other decision-makers to systematically collect and use data (e.g., student assessments, programmatic characteristics, student needs/experiences, and demographics) that impact individualized education programs (IEPs) to make program and policy decisions that increase the achievement of students with disabilities.

Method: The project involves two major strands of professional development. One strand is the expansion and improvement of the training model used in Project PAR (H324D980070) for administrators, school board members, parents, lead teachers, and other key decision makers, which has proven to enhance IEP teams' planning efforts and promote defensible inclusion of students with disabilities in assessment and accountability systems. The other strand is intensive training in the use of a decision-making model and corresponding relational database representing the students' total educational experiences, to facilitate the use of instructional and assessment data for program and policy decisions. Project staff will work intensively with two school districts per year (six districts total) to develop and refine a professional development model of Decreasing Technical Assistance (DTA). The DTA model will incorporate features of the "train the trainers" approach and short-term technical

assistance into a longitudinal, onsite professional development system in which the involvement of outside consultants is decreased over two years. DTA uses a broad array of inservice training activities, including: 1) awareness training; 2) full-day and multi-day retreats; 3) summer institutes; 4) case study demonstrations; 5) district-wide and school-wide task forces; and 6) community education activities. As onsite consultation diminishes, technical assistance will be available through interactive World Wide Web sites and other electronic media as well as peer networks facilitated by the project. Approximately 20-30 administrators, lead teachers, parents, and community members per district will participate in training, resulting in trained teams in six districts and approximately 50 schools throughout Illinois.

Products: The project's training model and content will improve the capacity of a broad array of schools and districts to use assessment data and other relevant information to inform and evaluate programmatic and policy decisions. This model will be widely disseminated through state and federal training and technical assistance entities.

84.325P
Partnerships to Link Personnel Training and School Practice

Grant Number: H325P980006

Professional Development: School without Walls

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Beginning Date: 1/01/99
Ending Date: 12/31/03

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Purpose: This project aims to enable the following educational reforms to occur: 1) curriculum reform and identification of the current and emerging roles of special educators in inclusive schools; 2) implementation of a model for providing ongoing intensive professional development; 3) creation of new professional roles that bridge university and school programs; 4) generation of a case study that will enable replication of the model; and 5) follow-up of graduates from the preservice teacher education program. The project has the dual purpose of simultaneously improving teacher education and classroom practice. Specific attention will be given to improving services to children and youth with special needs through reforming the elementary and special education preservice curricula, and instituting a model for professional development that actively involves general and special education teachers in researching their own teaching. A secondary purpose of this project is to study the effectiveness and sustainability of the partnerships over time.

Method: The University's Departments of Elementary and Special Education will work collaboratively with teachers and administrators from the school districts, administrators for the Florida State Department of Education, and faculty in the University's English as a Second Language Program to identify and incorporate the common core of knowledge and skills that are appropriate for all prospective general and special education teachers, that are aligned with critical teaching standards and with high student content and performance standards, and that all teachers should have in order to teach in inclusive schools that serve diverse student populations. Additionally, this group will study the current and emerging roles of special educators and incorporate the appropriate training for these roles in curriculum reform. Teachers, administrators, university faculty, and students will all be involved in the dual function of preparing preservice personnel and conducting ongoing action research that will support their construction of knowledge, professional development, and improved classroom practice. The partnership model will first be implemented and evaluated in Pasco County and then it will be replicated and evaluated in Hillsborough County. The implementation and replication design will identify factors that impact and affect the successful implementation and maintenance of partnerships, and particularly this model for a partnership. The effectiveness of the curriculum reform effort will be assessed in follow-up studies of the first two cohorts to graduate from the program. Through these activities, the project will create a learning community that will have the purpose of and will function as a professional development school, but it will not

be confined to the structure of a building. The work of the "PDS without Walls" will be shared on a Web page and in a newsletter summarizing teacher research.

Grant Number: H325P980009

A 21st Century Construction: The Sustainable, Renewing University-School District Partnership

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Beginning Date: 1/01/99
Ending Date: 12/31/03

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Purpose: This project will build on existing collaborations to develop, implement and evaluate a district-university partnership model that features four integrally linked outcomes designed to meet the needs of students with disabilities in general education classrooms: 1) exemplary teacher preparation for general and special education teacher candidates; 2) continuing results-oriented professional development for district/university faculty; 3) the integration of research/evaluation and practice through collaborative action research conducted in schools and classrooms; and 4) exemplary education for all P-12 students, including students with disabilities.

Method: The project will build upon a developing partnership between the University of Colorado at Denver and the Adams 14 Public Schools, a district that uses a model for inclusive services for all students, including students with disabilities as well as those served in Title I programs. The project is intended to establish a sustainable and renewing partnership at four levels: district, university, individual school, and teacher (district and university). The achievement of an exemplary teacher preparation program will involve all district schools in preparing new special education teachers and will involve three partner schools in which general and special education teachers are both prepared. The partner schools will assume a leadership role for the district with regard to the integration of research/evaluation and practice through collaborative, action research.

Grant Number: H325P990018

Chicago Teacher Collaborative: A Project to Establish a Unit for Personnel Training, School Practice, and School Development in Special Education

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Beginning Date: 9/01/99
Ending Date: 8/31/04

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Purpose: This school partnership is an initiative that will create a unit at DePaul University to respond to the need for teacher training programs that link institutions of higher education and public schools, the need for a greater number of well-trained special education teachers, and the need for regular education teachers trained to respond to the needs of students with disabilities in regular education environments.

Method: This program will establish a solid system to meet these needs and will also sustain and expand inclusive school practices in the city of Chicago. The system will engage 48 preservice teacher education students in meaningful in-school residencies and coursework in special education, and will also engage 90 teachers with substantial years of teaching experience in renewing their abilities to respond to the needs of students with disabilities in regular education environments. The project links personnel preparation at the university with three Chicago public high schools and will enable the university and the public schools to build their own ongoing capacity to respond effectively to students with disabilities in regular education settings. A summative evaluation will be completed each year to determine the program's impact on the school, the students, parents, the inservice teachers, and the preservice teachers.

Grant Number: H325P990019

Project P.L.U.S.: Partnership Linking University-School Personnel to Improve Early Literacy Outcomes in Urban Schools

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Beginning Date: 9/01/99
Ending Date: 8/31/04

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Purpose: Project PLUS is a model of professional development that uses university-school collaboration to develop and implement early literacy intervention for English language learners from urban, high-poverty backgrounds who are very likely to be identified as having learning disabilities. The project is guided by several principles, including the belief that early intensive remedial intervention in basic reading, language, and writing skills is essential to improving the achievement outcomes of students with potential learning disabilities and that family involvement in literacy practices is essential to improving literacy outcomes for students with learning disabilities or those at risk of being identified with learning disabilities.

Method: University teacher education faculty from elementary and special education will provide professional development and will serve as coaches for individual primary grade and special education teachers co-teaching in an inclusive model. The project will provide ongoing documentation of learning outcomes for students to allow the teacher-coach teams to more effectively implement classwide instruction as well as individualized intensive remedial assistance. Intern teachers (20 per year) currently enrolled in the university and employed in urban schools with emergency credentials and little prior training will be released from their schools to participate, and inservice teachers from the district (30 per year) will participate in a site-based summer institute. A primary focus of Project PLUS is to develop permanent products and engage in ongoing national dissemination activities to facilitate replication of effective practices.

84.325Q
Center to Inform Personnel Preparation Policy and Practices in Special Education

Grant Number: H325Q000002

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Purpose: This project, the Center on Personnel Studies in Special Education (COPSSE), is a research and dissemination project focused on the problem of providing adequate numbers of qualified professionals for special education and other disciplines that serve students with disabilities.

Method: The research content of the Center is organized into three areas: certification and licensure, professional preparation, and supply and demand. The project has three phases: conducting a "tiered" synthesis of relevant research, developing and prioritizing research questions, and designing studies to address them. The research program will be reviewed and approved by a panel of design and evaluation specialists. In the second phase, studies will be conducted, data analyzed, and findings organized and synthesized according to a conceptual framework. Policy implications and dissemination strategies will also be developed. In the final phase, a policy and dissemination panel will review and approve the plan and disseminate it through an extensive network of professional organizations and other dissemination outlets.

CONTRACTS

Contract Number: ED01CO0082-0007

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Purpose: This Task Order continues the annual collection and analysis of data on students who are preparing for careers in special education and who receive financial support from OSEP-funded training grants. Information collected on trainees includes demographic characteristics, areas of specialization, previous and current employment information, status in the supported training program each year, and early post-training employment status. The Web-based data system used to collect student-level data was designed by Westat to help OSEP assess the effectiveness of the training resources expended, provide information to guide future training investments, and assist states in developing plans to meet their personnel needs.

INDEXES

Project Director Index

A

Alper, Sandra 39, 85
Alsop, Linda 224
Anderson, Alice 160, 190
Anderson, Corinne 118
Antia, Shirin D. 50
Arcari, Teresa 25
Arhar, Joanne 73
Arreaga-Mayer, Carmen 75
Artiles, Alfredo 186
Askvig, Brent 195

B

Bacon, Ellen 135
Baer, Robert 31
Bagli, Zenobia 107
Baird, Samera 37
Baker, Christine P. 44
Ballard-Rosa, Maurine 10
Basse, Don T. 107
Bassett, Diane S. 175
Bateman, Gerald C. 49
Bauder, Debra K. 34
Bayron-Resnick, Nilda 116
Beattie, John R. 162
Beckman, Paula J. 17, 87
Bedore, Lisa 172
Bess, Fred H. 3, 72
Bickford, James O. 58
Biklen, Douglas 87
Billingsley, Felix 8
Bistolas, Chris 217
Blanes, Maria E. 148
Blood, Gordon W. 181
Bloom, Lisa A. 169
Bondy, Elizabeth 64
Bonsness, Joan 195
Boone, Harriet A. 90, 190
Boone, Rosalie 128
Bordelon, Deborah E. 109
Boscardin, Mary Lynn 70
Boyles, Carolyn 183
Braden, Jeffrey 208
Brauen, Marsha 230
Brazier-Carter, Patricia 134
Brennan, Donald 18
Bricker, Diane 42, 94
Bridges, Sheila 134
Browder, Diane 23, 83
Brown, Paula M. 51
Brown, William H. 88
Browne, Barbara 31, 85
Brownell, Mary T. 64, 229
Bruce, Susan 8, 48
Bruder, Mary Beth 2, 207
Brusca-Vega, Rita 123
Bryant, Diane Pedrotty 185, 213
Buckles-Whitmer, Donna 155
Bullock, Lyndal 1, 26, 71, 165, 165
Burke, Janice P. 20
Burke, Philip 196
Burns, Jo Ann Mitchell 153
Burstein, Nancy 129

C

Callahan, Kevin 26
Campbell, Charles 204
Campbell, Margarett 155
Campbell, Patti 204
Case-Smith, Jane 40
Castleberry, Michael 179
Catlett, Camille 213
Cegelka, Patricia 120, 132, 188
Cepello, Michelle 36, 192
Chadsey, Janis 38
Chalfant, James 61
Chen, Deborah 206
Cheney, Douglas 81, 149
Christensen, Kathee 7
Churchill, Lisa 36, 192
Cimorelli, Jacqueline M. 187
Clark, Elaine 76
Clark, Gary M. 143
Clark, Michael 166
Cole, Christine 23
Coleman, Mary Ruth B. 208
Compton, Mary V. 22, 60
Cook, Ruth 105, 127
Cooper, David 87
Corn, Anne 46
Correa, Vivian I. 82, 151
Cox, Ann 5
Crais, Elizabeth 90, 190
Crawford, George 68
Cross, Lee S. 52, 148

D
Daly, Edward 146
Daniels, Vera I. 103, 113
Darch, Craig 100
Davis, Jeanne 108
Davis, Judith D. 106
Davis, Teresa 178
Deardorff, Pamela 222
deFur, Sharon 178
Delaney, Elizabeth 44
Deshler, Donald D. 92
DeStefano, Lizanne 224
Dieker, Lisa Ann 158
Dinnebeil, Laurie 55, 197
DiRocco, Patrick 162
Dixon, John A. 101
Dodd, Mary 32
Dougherty, Margaret 179
Downing, June 12, 115
Drager, Kathryn 25
Drasgow, Erik 160, 204
Dunn, Caroline 195
DuPaul, George 78

E
Ehrhardt, Kristal 146
Elliott, Stephen N. 208
Engleman, Melissa 21
Epanchin, Betty C. 226
Epstein, Michael H. 65, 80
Erin, Jane 42
Ervin, Ruth 146
Espe-Sherwindt, Marilyn 21
Estes, Mary 26
Evans, Susan 124, 126

F
Fabes, Richard 71
Falco, Ruth 30
Fazzi, Diane L. 33
Fernandez, Alberto 12
Ferrell, Kay Alicyn 99
Ferrier, Linda 5
Flannery, Brigid 35
Fletcher, Todd 148, 188
Flexer, Robert W. 31, 73, 182
Flynn, Linda 75
Fox, Lise 212
French, Nancy 220
French, Ron 49
Freund, Maxine 85
Fried, Jan 53

G
Gaffney, Janet S. 145
Gajar, Anna 79
Gallagher, Deborah J. 85
Gallegos, Anne 66, 157
Garcia, Georgia 80
Garrison-Harrell, Linda 142
Gast, David L. 52
Gavilan, Marisal 12
Gee, Kathleen 50
Ghose, Chhanda 103
Gibson, Chere 202
Gilmer, Jim 152
Gleason, Evelyn 116
Glover, Barbara 222
Goetz, Lori 122
Goldman, Renitta 101, 136
Goldstein, Howard 193
Golper, LeeAnn 41
Gonzalez, Lourdes 111
Goodwin, Marilyn 177
Green, Preston 70
Greenwood, Charles R. 75
Griffith, Penny 73
Guerin, Gilbert 131, 154, 202
Gugerty, John 202
Guilford, Arthur M. 47
Guteng, Simon 2
Gutierrez-Clellen, Vera 186

H
Haager, Diane 228
Habuchmai, Joseph 109
Hale, Sue 41
Hamilton, Ruth 177
Hammond, Helen 158
Hanline, Mary Frances 212
Hanna, Gerada 2
Harbin, Gloria L. 198, 223
Hardman, Michael 86
Harris, Meredith 5
Harris, Willa Bing 113
Hasselbring, Ted S. 96
Hatton, Deborah 59
Hecht, Barbara 57
Henderson, Hester L. 172
Hendrickson, Jo 156

Herr, Cynthia 35
Holland, Carol 179
Horn, Eva 28, 94
Huebner, Kathleen 16
Hughes, Carolyn 168
Hull, Raymond 68
Hurwitz, Brian 33, 103, 136
Hutten-Eagle, Cynthia 117
Hwang, Tom 8
Hyter, Yvette 166

I
Ingalls, Lawrence 138

J
Jackson, Lewis 99
Jacobs, Don 143
Jairrels, Veda 138
Janney, Rachel 160, 190
Jarrett, Marion 31
Jefferson-Aker, Celestine R. 127
Jenkins, Joseph R. 183
Jensen, Mary 36, 178
Jenson, William R. 76, 173
Johnson, Cynthia 80
Johnson, David R. 201
Johnson, Leilani J. 15
Johnson, Steve 127
Jordan, LuAnn 162

K
Kaiser, Ann 63
Kapperman, Gaylen 210
Kea, Cathy 121, 133
Kennedy, Bonnie 175
Kennedy, Craig H. 73
Kennedy, Marianne 47
Kielhofner, Gary 44
Kiernan, William E. 54, 69, 146
Kilgo, Jennifer 119
Kimball, Walter 217
King-Sears, Margaret 171
Kleinhammer-Tramill, Jeannie 68, 88, 143, 211
Knapczyk, Dennis R. 164
Kochhar-Bryant, Carol A. 29, 62, 97
Koenig, Alan 203
Kolobe, Thubi 44
Korinek, Lori 170, 178
Kretschmer, Robert E. 11
Kritikos, Effie 123
Kruger, Lewis 5
Kurtts, Stephanie 183

L
Lalley, Peter A. 49
Lamorey, Suzanne 71
Lane, Holly 151
Lane, Kathleen 93, 168
Larsen, Lawrence 67
Larwood, Lou 3
Leibner, Chris 62
Lemons, Robert 102
Lewis, Raymond 44
Lewis, Sandra 48
Lewis, Tim 84
Lieber, Joan 87
Lifter, Karin 5
Lignugaris/Kraft, Benjamin 77
Long, Thomas 155
Longhurst, Thomas M. 36
Lougeay, Janice 32
Luckner, John 99
Luft, Pamela 29
Luscre, Deanna 52
Lytle, Richard 2

M
MacFarland, Stephanie 42
Mahoney, Gerald 56
Mank, David 90
Marquardt, Thomas P. 74
Marshall, Kathleen J. 88, 204
Martin, Gabriel A. 58
Martin, Suzanne 209
Martino, Nancy L. 109, 131
Marvin, Roxanna 217
Mastropieri, Margo 93
Mather, Nancy 219
Mayer, G. Roy 115
McCabe, Marjorie 163
McCubbin, Jeffrey A. 89, 176
McCuller, Glen 189
McDonnell, Andrea 13
McDonnell, John 86
McEwen, Irene 43
McGregor, Gail 6
McGuire, Richard 18
McInerney, William 55
McLaughlin, Margaret J. 199
McLaughlin, Virginia 67

McLean, Mary 35, 175
McLoughlin, Caven 21
McNulty, Brian 227
McSwain, Arletha 137
McWilliam, Robin 218
Medina, Barbara 107
Medina, Catherine 152
Mercado, Pauline 115
Mercer, Cecil 151
Mercer, Dixie 40
Milian, Madeline 99
Miller, Jean 200
Miller, Jon 10
Miller, Patricia 18
Miranda, Maria I. 9
Monda-Amaya, Lisa 145
Montague, Marjorie 137, 168
Monteith, Dianne S. 108
Moore, Susan 153, 182
Morgan, Robert 206
Morningstar, Mary E. 88, 143, 211
Morton, Diane 24
Murata, Nathan M. 111
Murray, Christopher 227
Myles, Brenda 7, 66, 180

N
Napoliello, Mihri 33, 103, 136
Narr, Rachael Friedman 219
Neel, Richard 149
Nelson, J. Ron 80
Nelson, Nickola 166
Nidwane, Abraham 5
Niemeyer, Judith A. 22, 60
Noonan, Mary Jo 77

O
Ochoa, Salvador H. 79
O'Connor, Rollanda 83
Odom, Samuel L. 90
Ogletree, Billy T. 27
Okada, Doris 13, 130, 179, 194
Olson, Raymond C. 30
Ortiz, Alba 159
Ostrosky, Michaelene 80
Otis-Wilborn, Amy 35

P
Page-Voth, Tori 196
Pagliaro, Claudia 39
Palma, Gloria 119
Palmer, Douglas J. 79
Parker, Richard I. 61
Parsons, Sandra J. 125
Patriarca, Linda 91
Patton, James 67
Paulsen, Kimberly 187
Payne, Kay T. 104, 110
Peterson, Patricia J. 152
Platt, John S. 219
Poel, Elissa 157
Poling, Alan 146
Pool, Kenneth 14
Porretta, David L. 46
Powers, David 21
Prater, Mary Anne 77
Pullen, Paige C. 56
Pyfer, Jean 133
Pysh, Margaret 61

R
Radner, Barbara 227
Ramsey, Claire 26
Reed-Victor, Evelyn 5
Reilly, AmySue 37, 193
Renzaglia, Adelle 38
Rhodes, Lynn 227
Rhyner, Paula 175
Rice, Elisabeth 167
Rieth, Herbert 84, 185, 213
Risk, Thomas 224
Roberts, Maura 20
Roberts, Sally 43, 89
Robins, Kathleen 13
Robinson, Suzanne 214
Robinson, T. Rowand 160
Robinson-Zanartu, Carol 112, 147
Rose, Susan 24
Rosenberg, Michael 67
Rosenkoetter, Sharon 32
Ross, Sylvia 104
Rowan, Lori 222
Rowland, Cyndi 221
Ruhl, Kathy L. 64
Ruoff, Janis 29

S
Sablan, Velma 105
Sailor, Wayne 43
Salend, Spencer J. 144
Salzberg, Charles L. 77, 206
Sanchez, Sylvia 38
Sandall, Susan 141
Sanger, Dixie 161
Saravanabhavan, R. C. 128
Scheffler, Marilyn L. 161, 173
Schery, Teris 18
Scheuermann, Brenda K. 150
Schick, Brenda 65, 210
Schiller, Marjorie 114
Schuele, Melanie 56
Schulte, Ann 174
Schumaker, Jean 92
Schwartz, Ilene 8, 81, 141
Scruggs, Thomas 93
Secord, Wayne 216
Shapiro, Edward S. 23, 78
Sharpe, Mike 201
Sheridan, Martha 25
Sheridan, Susan M. 62
Shriner, James G. 145, 224
Shroyer, Edgar 19, 60
Sigafoos, Jeff 45
Silberman, Rosanne K. 125
Simpson, Richard 66, 180
Sindelar, Paul 229
Sitlington, Patricia 39
Skellenger, Annette C. 4
Skrtic, Thomas 68
Smith, Deborah Deutsch 140
Smith, Sean J. 214
Smith, Zanthia 17
Soto, Gloria 122
Speece, Deborah 98
Spooner, Fred 23
Squires, Jane 42
Stough, Laura 55
Summy, Sarah 181
Swisher, Virginia 39

T
Taff-Watson, Myra 15
Tankersley, Melody 184
Taylor, Ron 128
Taylor, Steven J. 215
Taymans, Juliana 169
Thompson, Barbara 28, 94
Thorp, Eva 38
Tindal, Gerald 70, 184
Tippeconnic, John 79
Townsend, Brenda 99, 170
Travis, Penny 151
Tuchman-Ginsberg, Linda 10
Turnbull, Ann 91
Turner, Keith 45

U
Ulrich, Dale A. 95

V
Valle-Riestra, Diana 189
Vasa, Stanley F. 173
Velasquez, Diane Torres 97
Vogelsberg, R. Timm 6
Volk, Cindy 53

W
Wall, Shavaun 167
Walther-Thomas, Christine 170
Warren, Sandra Hopfengardner 21, 191
Watkins, Ruth 80
Weddington, Gloria 117, 132
Wegner, Jane 7
Wehby, Joseph 93, 168
Wehmeyer, Michael 43
Welch, Marshall 86
Westby, Carol 97, 121
Westling, David 205
Wetherby, Amy 96, 212
White, Owen 81
White, Richard B. 157
Whitney-Thomas, Jean 146
Whitten, Elizabeth 181
Wienke, Wilfred 81, 191
Wilcox, M. Jeanne 71, 151
Wild, Dana 44
Williams, Brenda 67
Williams, Kevin 210
Winn, Judith Ann 158
Winnick, Joseph P. 164
Winton, Pamela 213
Wolfe, Pamela 25
Woods, Juliann 212
Wormsley, Diane 16
Worthington, Lou Anne 101, 136
Wright-Harp, Wilhelmina 123

Y
Yell, Mitchell 88, 160, 204
Young, Ruth 80

Z
Zeph, Lucille 27
Zieziula, Frank 24
Zigmond, Naomi 83

Organization Index

A
Adams State College 107
Alabama State University 113
Arizona State University 71, 151
Auburn University 37, 100, 193, 195

B
Bank Street College 104, 116
Boston College 48

C
California State Polytechnic University - Pomona 108
California State University - Chico 36, 178, 192
California State University - Dominguez Hills 13, 130, 179, 194
California State University - Long Beach 117
California State University - Los Angeles 33, 115, 228
California State University - Northridge 12, 115, 129, 206
California State University - Sacramento 10
California State University - San Bernardino 163
Case Western Reserve University 56
Catholic University of America 155, 167
Central Arizona College 114
Chief Dull Knife College 106
City University of New York - Hunter College 125
Clark Atlanta University 138
College of Micronesia-FSM 109
College of William and Mary 67, 170, 178
Columbia University 11
Council of Chief State School Officers 200

D
DePaul University 227

E
East Carolina University 21, 191
Elizabeth City State University 101

F
Florida Agricultural & Mechanical University 102
Florida Atlantic University 128
Florida International University 12
Florida State University 48, 96, 193, 212
Fort Peck Community College 155
Front Range Community College 15

G
Gallaudet University 2, 24, 25
George Mason University 38, 93
George Washington University 29, 31, 62, 85, 97, 167, 169, 179

H
Howard University 104, 110, 123, 128

I
Idaho State University 36
Indiana University 90, 164
Inter American University - Guayama 111

J
Jackson State University 107, 127
Johns Hopkins University 67, 171

K
Kent State University 21, 29, 31, 73, 182, 184

L
Lamar University 17, 58
Lehigh University 23, 78

M
McDaniel College 14
Michigan State University 8, 91
Minot State University 195

N
New Jersey City University 33, 103, 136
New Mexico State University 66, 157
Norfolk State University 137
North Carolina A&T State University 119, 121, 133
North Carolina Central University 134, 135
North Carolina State University 174
Northeastern Illinois University 123
Northeastern University 5
Northern Arizona University 152

O
Oglala Lakota College 143
Ohio State University 40, 46
Oregon State University 32, 89, 176

P
Pennsylvania College of Optometry 16
Pennsylvania State University 25, 64, 79, 181
Portland State University 30, 58

R
Radford University 160, 190
Research and Development Institute, Inc. 210
Rochester Institute of Technology 49, 51

S
Saint Louis University 18
Saint Mary's College of California 50
Saint Paul Technical College 30
San Diego State University 7, 112, 120, 132, 147, 186, 188
San Francisco State University 122
San Jose State University 3, 117, 131, 132, 154, 202
Santa Clara University 105, 127
South Carolina State University 108
Southern Connecticut State University 47
Southern University and A & M College 103, 113, 134
Southwest Missouri State University 142
Southwest Texas State University 150, 177
Spurwink Institute 217
State University of New York - Brockport 164
State University of New York - New Paltz 144
Stephen F. Austin State University 40, 189
Syracuse University 87, 215

T
Texas A&M University 55, 61, 79
Texas Tech University 203
Texas Woman's University 49, 133
Thomas Jefferson University 20
Tougaloo College 118

U
University of Alabama 101, 119, 136
University of Arizona 42, 50, 53, 61, 148, 188, 219
University of Arkansas 15
University of Central Florida 52, 81, 148, 191, 209
University of Cincinnati 216
University of Colorado - Boulder 65, 153, 182, 210
University of Colorado - Denver 220, 227
University of Connecticut 2, 207
University of Florida 64, 82, 151, 229
University of Georgia 52
University of Guam 105
University of Hawaii 53, 77, 111
University of Illinois - Chicago 44
University of Illinois - Urbana/Champaign 38, 80, 145, 224
University of Iowa 156
University of Kansas - Kansas City 75
University of Kansas - Lawrence 7, 28, 43, 68, 88, 89, 91, 92, 94, 143, 180, 211, 214
University of Kansas Medical Center 66
University of Kentucky 96
University of Louisville 34
University of Maine 27
University of Maryland 17, 87, 98, 196, 199
University of Massachusetts - Amherst 70
University of Massachusetts - Boston 54, 69, 146
University of Miami 137, 168, 189
University of Michigan 95
University of Minnesota 24, 201
University of Missouri 84
University of Montana 6
University of Nebraska 26, 62, 65, 80, 161, 173
University of New Mexico 97, 121
University of New Orleans 75
University of North Carolina - Chapel Hill 59, 90, 190, 198, 208, 213, 218, 223
University of North Carolina - Charlotte 23, 83, 157, 162
University of North Carolina - Greensboro 19, 22, 60, 183, 187
University of North Texas 1, 26, 71, 165, 165
University of Northern Colorado 99, 175
University of Northern Iowa 39, 85
University of Oklahoma 43
University of Oregon 20, 35, 42, 70, 94, 184
University of Pittsburgh 39, 83
University of Puerto Rico 9
University of San Francisco 124, 126
University of South Carolina 88, 160, 204
University of South Florida 47, 99, 170, 226
University of Southern California 57
University of Texas - Austin 45, 74, 84, 159, 172, 185, 213
University of Texas - Dallas 32
University of Texas - El Paso 138, 158
University of Texas - Galveston 44
University of Texas - Pan American 153
University of Toledo 55, 197
University of Utah 13, 76, 86, 172, 173, 176

University of Vermont 177
University of Virginia 56
University of Washington 8, 81, 141, 149, 183
University of West Florida 219
University of Wisconsin - La Crosse 162
University of Wisconsin - Madison 10, 202, 208
University of Wisconsin - Milwaukee 35, 158, 175
Utah State University 77, 206, 221, 222, 224

V
Valdosta State University 204
Vanderbilt University 3, 18, 41, 46, 63, 72, 73, 93, 140, 168, 186, 187
Virginia Commonwealth University 5

W
Westat 230
Western Carolina University 27, 169, 205
Western Michigan University 4, 146, 166, 181
Western Oregon University 217, 222
White Earth Tribal and Community College 125
Wichita State University 68

X
Xavier University of Louisiana 109, 131

State Index

A
Alabama 37, 100, 101, 113, 119, 136, 193, 195
Arizona 42, 50, 53, 61, 71, 114, 148, 151, 152, 188, 219
Arkansas 15

C
California 3, 7, 10, 12, 13, 33, 36, 50, 57, 105, 108, 112, 115*, 117*, 120, 122, 124, 126, 127, 129-132, 147, 154, 163, 178, 179, 186, 188, 192, 194, 202, 206, 228
Colorado 15, 65, 99, 107, 153, 175, 182, 210, 220, 227
Connecticut 2, 47, 207

D
District of Columbia 2, 24, 25, 29, 31, 62, 85, 97, 104, 110, 123, 128, 155, 167*, 169, 179, 200

F
Federated States of Micronesia 109
Florida 12, 47, 48, 52, 64, 81, 82, 96, 99, 102, 128, 137, 148, 151, 168, 170, 189, 191, 193, 209, 212, 219, 226, 229

G
Georgia 52, 138, 204
Guam 105

H
Hawaii 53, 77, 111

I
Idaho 36
Illinois 38, 44, 80, 123, 145, 210, 224, 227
Indiana 90, 164
Iowa 39, 85, 156

K
Kansas 7, 28, 43, 66, 68*, 75, 88, 89, 91, 92, 94, 143, 180, 211, 214
Kentucky 34, 96

L
Louisiana 75, 103, 109, 113, 131, 134

M
Maine 27, 217
Maryland 14, 17, 67, 87, 98, 171, 196, 199, 230
Massachusetts 5, 48, 54, 69, 70, 146
Michigan 4, 8, 91, 95, 146, 166, 181
Minnesota 24, 30, 125, 201
Mississippi 107, 118, 127
Missouri 18, 84, 142
Montana 6, 106, 155

N
Nebraska 26, 62, 65, 80, 161, 173
New Jersey 33, 103, 136
New Mexico 66, 97, 121, 157
New York 11, 49, 51, 87, 104, 116, 125, 144, 164, 215
North Carolina 19, 21-23, 27, 59, 60, 83, 90, 101, 119, 121, 133-135, 157, 162, 169, 174, 183, 187, 190, 191, 198, 205, 208, 213, 218, 223
North Dakota 195

O
Ohio 21, 29, 31, 40, 46, 55, 56, 73, 182, 184, 197, 216
Oklahoma 43
Oregon 20, 30, 32, 35, 42, 58, 70, 89, 94, 176, 184, 217, 222

P
Pennsylvania 16, 20, 23, 25, 39, 64, 78, 79, 83, 181
Puerto Rico 9, 111

S
South Carolina 88, 108, 160, 204
South Dakota 143

T
Tennessee 3, 18, 41, 46, 63, 72, 73, 93, 140, 168, 186, 187

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Texas 1, 17, 26, 32, 40, 44, 45, 49, 55, 58, 61, 71, 74, 79, 84, 133, 138, 150, 153, 158, 159, 165*, 172, 177, 185, 189, 203, 213

U

Utah 13, 76, 77, 86, 172, 173, 206, 221, 222, 224

V

Vermont 177

Virginia 5, 38, 56, 67, 93, 137, 160, 170, 178, 190

W

Washington 8, 81, 141, 149, 183

Wisconsin 10, 35, 158, 162, 175, 202, 208

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Subject Index

STUDENT DISABILITY

At-Risk Children 13, 56, 66, 72, 78, 101, 112, 113, 136, 143, 146, 186, 193, 219, 223, 228
Attention Deficit Disorder 20, 214
Autism 5, 7, 8, 23, 25-27, 41, 48, 49, 52, 66, 72, 76, 96, 130, 141, 150, 189
Blind 4, 7, 8, 13, 16, 33, 46, 54, 59, 99, 203, 210
Cross-Categorical 123, 133, 152, 188, 191
Deaf 2, 3, 7, 11, 13-15, 17-19, 22, 24-26, 29, 30 35, 36, 39, 47, 49, 50, 51, 53*, 57, 58, 60, 65, 89, 99, 210
Deaf Blind 8, 12, 48, 89, 115, 125, 224
Developmentally Delayed 8, 10, 27, 55, 167, 223
Hard of Hearing 2, 3*, 11, 13, 15*, 19, 22, 24-26, 29, 30, 35, 36, 39, 47, 49, 50, 51, 53*, 57, 60, 72, 89, 210
Mental Retardation: Mild/Moderate 39, 128, 138, 143, 145, 153, 157, 178, 179*, 190, 191*, 193, 194, 214
Mental Retardation: Severe/Profound 8, 12, 27, 33, 39, 76, 115, 130
Multiply Disabled 2, 8, 12, 16, 30, 33*, 42, 49, 87, 115, 122, 130, 206
Orthopedic Impairments 7, 20, 44, 49, 122
Other Health Impairments 179
Serious Emotional Disturbance 20, 24, 39, 62, 65, 66, 71, 78, 80, 81, 84, 93, 94, 101, 103, 115, 128, 130, 135, 137, 138, 143, 145, 149, 150, 153, 156, 157, 160, 165*, 167, 168*, 170, 173, 177-181, 184, 188-191, 193, 194, 196, 212, 214, 219
Specific Learning Disabilities 84, 87, 98, 101-103, 108, 121, 127, 128, 137, 138, 143, 145, 148, 153, 155, 157, 168, 170, 174, 177-179, 181, 186, 188, 190, 191*, 193, 194, 208, 214, 228
Speech or Language Impairments 7, 18, 27, 41, 47, 68, 71, 74, 76, 104, 105*, 107, 109, 110, 117, 121-123, 128, 131, 132, 134, 151, 161, 166, 170, 172, 181, 182, 187, 190, 191, 193*, 216
Traumatic Brain Injury 1, 29, 49, 76
Visually Impaired 4, 8, 13, 16, 33, 40, 46, 48, 54, 58, 59, 203, 210

STUDENT ETHNICITY

American Indian, Eskimo, and Aleut 28, 79, 106, 107, 112-114, 125, 138, 143, 147, 148, 152, 155, 161
Asian and Pacific Islander 104, 105*, 109, 115, 130
Black 113*, 116, 118, 130, 136, 138
Hispanic 9, 58, 79, 103-105, 107, 113-116, 120, 130, 136, 148, 151-153, 158, 159, 172, 186, 189
Migrant 113, 144

STUDENT GEOGRAPHY

Rural 4, 6, 15, 16, 18, 26, 32, 36*, 37, 40, 42, 50, 58, 61, 106, 107, 112, 113, 119, 120, 121, 125, 138, 142, 143, 147, 152, 169, 173, 175, 178, 181, 182, 192, 195*, 202, 204, 217
Urban 5, 24, 31, 33, 38, 44, 67*, 69, 75, 83, 91, 99, 101, 104, 109, 115, 116, 121-124, 126, 128, 129, 131-133, 146-148, 154, 155, 158, 166-170, 173, 175, 179, 188, 227, 228

PORTFOLIO AREA

Adapted Physical Education 46, 49, 89, 95, 111, 119, 133, 162, 164, 172, 176
Adjudicated Youth 187, 219
Assessment 35, 70, 148
Assistive Technology 9, 34, 47, 134, 191, 217
Autism 5, 7, 8, 23, 25, 26, 27, 41, 45, 52, 66, 91, 96, 141, 189
Beginning Teachers 185, 204, 217
Curriculum and Instruction 145, 163, 184, 202
Curriculum and Instruction: Anchored Instruction 213
Curriculum and Instruction: General and Special Education 208, 214
Curriculum and Instruction: Limited English Proficiency 104
Curriculum and Instruction: Math 210
Curriculum and Instruction: Reading 127, 154, 219
Curriculum and Instruction: Teacher Education Curriculum Development 209
Deaf Blind 6, 8, 13, 43, 48, 89, 91, 125, 224
Diversity 6, 14, 15, 42, 55, 68, 70, 86, 88, 91,

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

92, 99, 115-118, 128-131, 133, 136, 146, 162, 164, 175, 178-191, 193
Diversity: African American 102, 109, 110, 113, 119, 127, 131, 134-137, 188
Diversity: American Indian 66, 79, 106, 112, 114, 125, 138, 143, 147, 148, 152, 155, 169
Diversity: Asian and Pacific Islander 77, 111, 115, 137
Diversity: Bilingual 108, 117, 138, 151-153, 157, 159
Diversity: Cultural and Linguistic 61, 69, 121, 123
Diversity: Hispanic 58, 66, 79, 102, 104, 111, 114, 115, 120, 132, 136, 137, 148, 151, 153, 157, 158, 172, 188
Diversity: Limited English Proficiency 105, 115, 159, 163, 191
Diversity: Multicultural 126, 138
Diversity: Poverty 145, 149, 150, 155, 156, 185
Diversity: Racial 155, 156
Diversity: Underserved Populations 44, 58, 101-105, 107*, 109, 144
Diversity: Urban 121, 124, 125, 146, 186
Doctoral Programs/Higher Education 61-100, 113, 126, 128, 133, 137, 156, 198, 199
Dropouts 154
Early Childhood 5, 7, 10, 13, 32, 43, 46, 59, 60, 78, 82, 87, 90, 94*, 100, 111, 118, 119, 131, 141, 151, 153, 158, 190, 193, 206, 207, 213
Early Childhood: Ages 0-3 2, 3, 10, 20, 27, 28, 31, 32, 38, 40, 42, 44*, 49, 52, 56, 57, 134, 222
Early Childhood: Ages 0-5 5, 17, 37, 45, 63, 105, 197, 222, 223
Early Childhood: Ages 0-8 13, 21, 22, 55, 56
Early Childhood: Ages 3-5 137, 218
Early Childhood: Ages 3-8 175, 212
Elementary School 111, 155, 179
Emotional Disturbance 62, 65, 66, 80, 81, 84, 93, 101, 135, 138, 149, 150, 156, 157, 160*, 165*, 167, 168*, 170, 173, 177, 178, 180, 181, 183, 184, 188*, 189
General and Special Education Collaboration 33, 34, 61, 62, 64, 70*, 83, 86, 108, 109, 113, 116, 118, 121-124, 126-130, 136*, 143*, 145, 146, 151, 152, 155*, 157, 158, 170, 173, 174, 179, 183, 189, 191, 193, 194, 196, 201, 226-228
Hearing 3*, 7, 14, 17, 24-26, 25, 29, 35, 39, 43, 49, 50, 51, 57, 58, 60, 65, 89, 91, 210
Hearing: ASL Teachers 11
Hearing: Auditory-Oral Training 22
Hearing: Cochlear Implants 18
Hearing: Interpreters 15*, 19, 30, 36, 47, 53*
Hearing: Multiple Disabilities 2
High-Incidence Disabilities 153, 171
Inclusion 42, 50*, 64, 85, 111, 144, 152, 153, 155, 157, 162, 164, 169, 180, 183, 188, 190, 191, 196, 215
Instructional Decision-Making 224
International Education 196
K-12 Focus 12, 138, 145, 148-150, 155, 156, 160, 163, 180, 183, 189, 196, 221
Learning Disabilities 84, 87, 98, 101, 108, 127, 138, 148, 153, 155, 157, 159, 160, 168, 170, 177, 178, 181, 183, 186, 188
Literacy 203
Low-Incidence Disabilities 36, 39, 43
Mental Retardation 138, 157, 178, 188
Mentors 185, 204, 217
Middle School: Grades 6-8 154
National Research and Evaluation 198, 199, 229, 230
Natural Environments 213
Non-Categorical: Mild Disabilities 103
Non-Categorical: Mild/Moderate Disabilities 163
Paraprofessionals 12, 106, 114, 117, 125, 151, 173, 182, 206, 220, 222
Paraprofessionals: BA Certificate Program 157, 158, 167
Parents 209
Policy 197-199
Positive Behavioral Supports/Discipline 135, 160, 173, 184, 212
Post Secondary 202
Professional Development 21, 101, 105*, 114, 137, 141, 146*, 147, 151, 197, 205, 222, 223, 226-228
Professional Development: Inservice Education 204*, 222, 224*, 227
Related Services 30, 43, 56, 119, 179, 186
Related Services: Educational Diagnosticians 148
Related Services: Occupational Therapy 20, 95
Related Services: Physical Therapy 44, 95
Related Services: School Counseling 24, 112
Related Services: School Psychology 20, 23, 78, 79, 82, 112, 115, 146, 147, 173, 174
Related Services: Social Workers 25, 143

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Research-to-Practice Link 88
Rural Education/Migrant 18, 26, 32, 36, 100, 107, 112, 113, 119, 120, 138, 142, 144, 147, 152, 153, 160, 169, 178, 192, 195, 204, 217
School Leadership 61*, 67-70, 85, 108, 153, 223
Secondary: Grades 9-12 39*, 146, 154, 187, 195
Severe Disabilities 1-58, 99, 115, 119, 125
Speech and Language 7*, 18, 27, 41, 47, 51, 68, 80, 90, 96, 104, 105, 107, 109, 110, 117, 121-123, 131, 132, 134, 159, 161, 166, 172, 181, 182, 186, 187, 193, 216
Systems Change/Reform/Restructuring 62, 88, 204,*, 207
Teacher Standards 185, 200, 229
Technical Assistance and Dissemination 140, 229
Technology 96, 100
Technology: Distance Learning 15, 109, 202, 206, 217, 222
Technology: World Wide Web 42, 208, 219, 221, 224
Transition 29, 31, 39, 55, 62, 88, 143, 165, 175, 182, 187, 195, 202, 211
Traumatic Brain Injury 1, 29
Urban Education 33, 38, 67, 69, 83, 91, 99, 101, 102, 104, 125, 126, 131-133, 136, 148, 158, 160, 169, 170, 175, 186
Visual Impairment 4, 8, 13, 16, 33, 40, 43, 46, 48, 54, 58, 59, 99, 203, 210

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